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ABSTRACT

As part of a series of field hearings across the nation on the reauthorization of the Higher Education of 1965, the Subcommittee on Postsecondary Education met in Pleasant Hill, California, to hear testimony specifically on access to education for children of lower and middle class families in California. Discussed were the rising cost of higher education, restricted access due to increased cost, efforts to provide financing and assist students, and innovative programs in the public and private sectors that are providing postsecondary educational opportunities. Three panels of witnesses appeared. The first panel included a high school counselor, a parent, a director of foster services, a social worker, a high school student and a student from the local community college. The second panel included Gene Ross of Contra Costa Community College; Janis Linfield, of California State University; William R. Frazer, for the University of California; Jose Quintanar for Community College Educators of New Californians; Patricia Hurley, College of Marin; and Samuel Kipp of the California Student Aid Commission. The third panel included Linda and Ken Rawlings and Merrill Callow on the innovative "Otis Spunkmeyer Student Motivational Program"; Brian Murphy of San Francisco State University; Mary Duffy and J. Anthony Kline of San Francisco Conservation Corps; and Johnicon George, of the California Conservation Corps. Included are the prepared statements of all the witnesses. (JB)

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OVERSIGHT HEARING ON THE REAUTHORIZATION OF THE HIGHER EDUCATION ACT OF 1965: PLEASANT HILL, CALIFORNIA

HEARING

BEFORE THE

SUBCOMMITTEE ON POSTSECONDARY EDUCATION

OF THE

COMMITTEE ON EDUCATION AND LABOR

HOUSE OF REPRESENTATIVES

ONE HUNDRED SECOND CONGRESS

FIRST SESSION

HEARING HELD IN PLEASANT HILL, CA, JUNE 14, 1991

Serial No. 102-56

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HEARING ON THE REAUTHORIZATION OF THE HIGHER EDUCATION ACT OF 1965

FRIDAY, JUNE 14, 1991

HOUSE OF REPRESENTATIVES,
SUBCOMMITTEE ON POSTSECONDARY EDUCATION,
COMMITTEE ON EDUCATION AND LABOR,
Pleasant Hill, CA.

The subcommittee met, pursuant to call, at 9 a.m., 321 Golf Club Road, Trophy Room, Diablo Valley Community College, Pleasant Hill, California, Hon. George Miller, presiding.

Members present: Representatives Miller and Unsoeld.

Staff present: Thomas R. Wolanin, staff director; Maureen Long, legislative associate/clerk, and Diane Shust, legislative assistant/counsel.

Mr. MILLER. The Subcommittee on Postsecondary Education will come to order for the purpose of conducting a field oversight hearing on the reauthorization of the Higher Education Act of 1965.

I believe, as I think all the members of our Education and Labor Committee of the Congress believe, that this is one of the most important domestic issues facing the Congress and the country today. It is essential to California's economy and our Nation's competitive role in the world marketplace that our students receive the best preparation from our colleges and universities, but crucial to that issue is how are those students and their families going to be able to finance their tenure in higher education?

For too many California families and too many California students, the question of whether or not they will be able to operate in higher education in this State will not be a question of their ability, their talents, their discipline and their accomplishments. It may very well be their ability to finance that participation in higher education.

As most of us now have come to realize, we are going to see substantial increases in tuition and the cost of education in this State, national tuition costs increases have gone eight times as much as a medium-family income during the 1980s, and the net price of attending college, including room and board, is 104 percent.

This fall, tuition costs will increase 20 percent at our community and California State college systems, and 40 percent at the University of California system.

As a result of this, all too many middle-income families will find themselves in a very difficult position in terms of financing their children's education. While Federal grants have targeted low-income students, little has been done to assist middle-class families

to obtain the means to send their children to college. And the proposals of the Bush Administration would decrease college aid for middle-class students still further, despite skyrocketing tuition costs. That is the reason that we bring the question to Contra Costa County today is to take a look at the issues surrounding the ability of families to finance higher education.

I want to begin by thanking the Board of Governors of Contra Costa Community College system, and to Diablo Valley College, and to the staff here that have made this facility available to the committee today. Some of you may know that this is where I started my higher education.

We are in a room today that was named in memory of Carl Drexel, the chancellor of this system. It was Carl who one day, sitting under a tree in my family yard, convinced my parents and me that I was a late bloomer and that really I should use the community college system. That was the nice phrase that they used for students who had a great time in high school and weren't quite ready for the university system; some years later we finally struggled through the university system.

But we have a fantastic system of higher education in California, and the availability of that education, but we are deeply concerned about the continued effort to make that education more and more expensive for our State's young people.

[The prepared statement of Hon. George Miller follows:]

STATEMENT OF CONGRESSMAN GEORGE MILLER

THE HIGHER EDUCATION ACT REAUTHORIZATION

HOUSE OF REPRESENTATIVES EDUCATION AND LABOR FIELD HEARING

DIABLO VALLEY COMMUNITY COLLEGE

JUNE 14, 1991

June is a month of great expectations. Across this county and the nation students are graduating from high school and looking forward to continuing their education at state or private colleges, or technical schools this fall.

But there will be many students in Contra Costa County whose futures will not be so bright because despite their desire and their abilities, they cannot afford a postsecondary education.

The reauthorization of the Higher Education Act of 1965 is one of the most important domestic issues facing Congress and the country today. It is essential to California's economy and our nation's competitive role in the world marketplace that our students receive the best preparation from our colleges and universities.

Yet access to a postsecondary education is too often restricted by an individual's ability to finance that education. Obtaining a postsecondary education has become the impossible dream for too many people. Nationally, tuition costs increased eight times as much as the median family income during the 1980's, and the net price of attending college, including room and board, 104%. This fall, tuitions costs will increase 20% at our Community and Cal State College systems, and 40% at the University of California system.

As a result of these extraordinarily high costs, attending colleges has become a luxury for many students from middle-class families. Many students choose to work part-time while attending school or must take longer than the traditional four years to complete their four-year degree. Some students choose to attend short term training programs offered for specific skills.

While federal grants have targeted low income students, little has been done to assist middle-class families to obtain the financial means to send their children to college. And the proposals of the Bush Administration would decrease college aid for middle class students still further despite skyrocketing tuition costs.

As a result, many parents in this district, and others like it throughout America, are forced to refinance their homes or borrow large sums of money in order to pay for their children's education. Students are also forced to borrow tens of thousands of dollars in debts that must be paid. In some cases, their monthly loan payments exceed that of a home mortgage.

Today we will hear from students, parents, educators, and business leaders in our community about the obstacles students and their families face in trying to finance a postsecondary education, and what actions schools and agencies are taking to address those problems. We will also learn about innovative programs in both the public and private sectors that are providing postsecondary educational opportunities for students who might not otherwise be able to obtain a higher education.

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Mr. MILLER. This morning I am joined by my colleague, Jolene Unsoeld from the State of Washington, who sits on the question with us.

Jolene is from Olympia. It is gorgeous. I was there last year; a beautiful area.

Jolene, I want to thank you very much for coming and joining us this morning with my constituents.

If you have any opening statement?

Mrs. UNSOELD. Thank you very much.

I am delighted to be here, and pleased to be able to participate. The function that you all perform is that you help us establish the record so that we have the ammunition and you help us with the resolve to go back and fight for every last dollar that we can for middle-America's children and their access to additional education.

My biases always come tumbling out at those things because we have some misplaced priorities, as far as I am concerned. For the cost of one B-2 bomber, we could send 18,000 young people to 4 years of college, and that is where our emphasis should be.

During this last decade that we have been investing in toys such as that, we, as a Nation, have dropped from having 70 percent of the production of consumer technology world-wide, down to 5 percent. So our misdirected priorities are definitely beginning to show up, and we can't continue on this trend—so you are going to help us begin to turn that around. Although, as you know, and this State knows only too well, the availability of dollars is so acute right now, but you are going to help us go back and do the very best we can. So thank you all.

Mr. MILLER. Thank you, Jolene.

Our first witness this morning is the Honorable Bob Campbell, assemblyman from Contra County.

Bob, if you will come forward.

We are honored by your presence. Everybody in this room recognizes the struggle that the legislature is engaged in at this very moment to try to close the budget deficit gap and the long hours and the weekends and the days and the nights that you have been spending on that effort.

More importantly, all of us are aware of the effort you have been making to try and protect the educational institutions in this State. You have been a leader, you have been an outstanding spokesperson on behalf of education.

You have probably spent more hours on education this year, Bob, than any single individual in this State.

You have been struggling with it from K to 12, to the master plan for higher education. And I want to welcome you as a friend and also as a grateful constituent for all of your effort, and clearly in what is the most difficult time for education in the history of this State, I think, we look forward to your comments.

STATEMENT OF HON. BOB CAMPBELL, STATE ASSEMBLY, SACRAMENTO, CALIFORNIA

Mr. CAMPBELL. Thank you, George, and Mrs. Unsoeld, and the representative I have from Chairman Ford's office as well.

I also wonder what I am doing in these places, because it is like preaching to the choir kind of thing. The folks who aren't here are the ones who should be listening.

I brought a bunch of data for you. My title, by the way, is the Fiscal Chair for the State Assembly of California. I have been chairing the Subcommittee of Ways and Means now for going on 9 years.

We do all the budgets: K–12, community college, CSU, University of California, Hastings School of Law, and the Maritime Academy, plus all the financial aid stuff that goes on. Mr. Sam Kipp, their director, is here today.

I am going to give you a bunch of data from some recent hearings we have had. I won't go over all the stats. Your staff can look through it.

There is some good stuff in there and some stuff that is redundant. It probably didn't make much sense anyway, given the problems we have got.

These numbers I am going to give you are going to change, because our budget, every day we wake up, we are more in debt than we thought. We are making more cuts and talk about taxes and everything else, but basically out of a $55 billion budget, California spends $30 billion on education. That sounds like a lot.

It is not because California, since Proposition 13 has shifted to the State of California, 65 to 67 percent of all the funding for local—for K–12, K–14, basically, while in other States like New Jersey and New York and others, the reverse is true, that 65 percent of the money comes from local taxes, and so forth, so that I don't want to get people with the wrong impression we are spending all this money because New Jersey spends about $6,000 or $8,000 more per student than we do, as did New York and Massachusetts and other States.

There are some other States in the South that haven't gotten near the wealth we do that also spend an equal amount of money as we do.

I know I have limited time to talk, so I will try to be as specific as I possibly can. One of the major problems we have had in California is going to be access. I know that—I will leave you with a thought before I leave.

The question is access in California. We have a UCS system that has got nine campuses, and the Universities of California and UCLA, last year UC, Berkeley, had 30,000 applicants to get into the university, and they only took 4,000 of them.

The University of California at Los Angeles had 26,000 applicants and took 3,700 of them. That same thing holds true with the UCSF, the medical school in San Francisco, Cal Poly, San Luis Obispo, which is a technical school dealing with architecture and engineering. This school turns away 3.9 students, 3.8 students, per student that is accepted, and they go to Purdue or Texas A&M or wherever they can go.

We have 20 campuses now in the California State University system and 14 of them are to capacity. We have not built in this system, in this State, since Pat Brown left office, the governor; there have been three governors since, Ronald Reagan, Jerry

Brown, and George Deukmajian, none of which have been very kind to education in California.

We have right now about 165,000 students in the UC system, and about 380,000 students in the CSU system, and 1.5 million students in community college. If we were to figure out how to house the students so we are not turning away 3.5, 3.6 students—now, just to give you a sense of this, in California the University of California is supposed to take the top 12 percent of graduating seniors, theoretically that is what we look at when we get our master plan review.

The CSU system, the California State system, is supposed to take the top third, and, of course, the community college folks come from that bottom—anything under 30. Because of the enormity of the problem, because of these "take-aways," the University of California has taken about the top 7 percent, probably.

When I was going to school it took 4 years to get through college. It is taking about 5½ years to get through UC, and almost 7 years to get through the University of California, CSU system, and as many as 5 years to get a community college associate of arts degree.

Now, when you translate that in terms of dollars over a longer period of time, when I went to San Francisco State it cost $19 a semester to go to school. The CSU students will next year be paying $1,000, which I am told we are still one of the cheapest in the country. That is fine, but I don't like to compare myself to other States.

I would like to see it cost nothing, that is a dream, and it is not going to happen. UC is going to cost $2,000 a year.

We don't have tuition. We call them student fees, but if you multiply that times 5½ or 6 years, you can see what that cost means versus $300 to $400 for 4 years. It just goes on and on.

Right now it costs about $10,000 a year for the average student to go to the University of California. Mr. Kipp knows and will give you different figures than I have got, so don't let the figures become the issue here. The issue is the cost.

It costs about $7,000, $8,000 at CSU, and almost $5,000 to go to the community college. When you figure out that the community college student, about 70-plus percent of them are working, and when you figure that about 57 percent of the CSU students are working, and about 27 percent of the UC students are working, you know what that means in terms of the cost.

It also means that we might not be able to guarantee—I guess what I am trying to tell you is if you get accepted to CSU, it doesn't mean you can find your classes. You may need 30 sections of English and have 17, and understand also that a lot of students in our State reflect into Californians.

Forty-four percent of our population in California are non-white, they are people of color. If you take the statistics, looking at what the yield is in terms of children per family, the white household statistic is about 1.3 children.

In a black household it is about 1.7, 1.8. In Hispanic American households it is almost five. In Asian American households it is over three, in Asians specifically, so when you start multiplying students going through K-12 that are going to community college

and go to CSU and UC, we are just going to be turning down a lot more students than you can take.

Now this year's budget, the University of California has about a $2.1 billion budget. That is what we give them. They actually spend about $9.8 billion when you figure what you folks give them. That will be one of the points I will make in a minute.

When you figure out what USDA gives them, National Student Health gives them, the military reserve, what they get there, a lot of money, but again all our money goes for undergraduate work, almost all our money, 90 percent of the undergraduates is funded by the State of California.

The California State University budget is about $2.5 billion, and the community college budget is also about $2.5 billion. About $1.7 billion of that comes from the State of California, $800 million comes from local taxes.

We are going to need a couple of new campuses in the CS and UC system, and about 20 campuses in community colleges.

I guess what I would like to see the Feds do, if I can, is I made a comment outside earlier today that what is going to happen when we get into this economic war, which we are going into right now with China and Japan, a merging new Europe, is we will become Iraqis and they will become the Americans in that war.

I think you probably understand this, but there are more Chinese in universities or colleges in the world than we have people in this country. When that starts translating into engineers and scientists and mathematicians, then we are really going to be out to lunch.

Really think about that. We are going to need engineers and scientists, mathematicians, linguists and people who know economics and can study international relations and get abroad and work with these large companies we have got. Until we start taking those Federal dollars—guess what I am going to ask you to do, and I know you have been saying this, I don't need to talk to George, because George agrees with me on this, somehow we have to get more money into the universities than we have ever done before, and we have got to do it this way. Mr. Kipp will speak to this.

In California over the next 3 years we will have a $1.2 billion short-fall in financial aid, an unmet need because of the costs that I just told you about, $1.2 billion. Think about that. That is more money than some States have budgets in terms of their educational components.

I am trying to figure out how we do this. One of the suggestions I would like to make is that, perhaps, we can do two things: You could put more money in terms of loans.

Let's talk about loans first and we will talk about grants second, but loans that can be converted into grants. If, in fact, you are short in certain areas, doctors—I have visited Indian Reservations in the State of California the last couple years and find there are no medical folks in the clinics at all.

Perhaps we can say to those folks in engineering and mathematics that we will give you a loan for "X" number of dollars a year and we will allow you to pay that back over a period of time, but we will let you pay it back, we will write off part of that if you serve in certain areas, if you do certain things for us, if you will

take certain kinds of programs, and you can write it off over a 3 or 4 year program.

I carried a bill a few years ago in the State legislature, which didn't get very far, to try to get doctors into clinics in Richmond, and places in the State of California, by writing off 30 percent of the first year, 30 percent of the second, 20 percent of the third year, and the fourth year was negotiable, depending on if they stayed there again, but it seems to me you could do two things.

You could put the onus on the individual to do things you would like them to do, pay it off over a period of time. They might just stay there because they like what they are doing.

The second part is we have to have a lot more grant money, and we have to broaden the parameters. We have to look at who qualifies.

Because a woman is making $40,000 or $50,000, a single parent, doesn't mean necessarily they are rich. If they have two children in school, a house and a car to pay for, there is no way that mother or that father can help their kid through school, not with the costs I just gave you and the problems we have got.

Now, the University of California is going to tell you they take every student they get, and they do, there is a thing called redirection, but my students in this district that you are in, there are 80 assembly districts, this is the third poorest in terms of per capita income, so you can't take one of my Hispanic, African-American, or new Asians and send them to Riverside or Irvine. They can't afford to go live down there.

They have to go to Davis, which is about a 50-minute drive, UC Davis between here and Sacramento, University of California at Berkeley. Those are the only two places they can go.

We are fortunate in the Bay area because of the 20 campuses, 14 are at capacity right now in California. It just so happens that three of them in the Bay area aren't at capacity.

Right here we have a pretty good program. San Francisco State is at capacity, San Jose State is at capacity. Almost all the southern major schools are at capacity; that is going to go on.

If I can leave you with a couple of thoughts, if you can try to take, and explain to your colleagues that the war is not going to be conquering, and collect hedge rows, or island hopping in the Pacific, it is going to be surviving in that socio-economic world out there.

California is at the forefront. By the time we get go the year 2000, the people of color will exceed 50-plus percent in this State, and we are going to have to assimilate those students. We have a better record of accepting Hispanics and African-Americans in the University of California and CSU, but 67 percent are still not getting out the other end, which means we need more hands on.

It doesn't mean that these students are not as bright and that we are making exceptions for them to get in. It just means if you have a language problem, and we have some districts in California that have 70 languages in their K-12 system. You can't possibly learn geography or mathematics or science if you can't teach it to them in their language.

They are getting assimilated and doing well. If you look at the honors program, who gets all the scholarships, it is a lot of new Asians and Hispanics.

We just had a Kennedy-King Scholarship Program right here in Contra Costa County last month. There were some 22 recipients, Hispanic, African-Americans, all doing well, 3.5 grade point average in the community college, and at Los Medanos, and DVC and Contra Costa. We are going to need a lot more help.

To the extent we can get Federal monies redirected in this area, I guarantee you that the return will be twentyfold, and they will be making and designing projects and products for the Silicon Valley and for the R&D thing happening in West County and Central Contra Costa County.

I probably said too much in a short period of time and said it too fast, but it is really an enormous problem we have got, I can tell you, with a $14 billion budget deficit.

Mr. MILLER. Bob, thank you.

I think your plea is a very important one for this committee to make part of its record, because the issues that you have drawn out, hopefully, others will amplify on in their testimony, and that is that this deficit that we are creating, an educational deficit, is becoming part of our national deficit in terms of the future, and that financial shortfall, that inability of California's families to finance their education is one that is going to be very painful for this State and eventually for the Nation.

My only comment would be that as much as we frame it in the competition of nations, the press has been reporting in recent months that the businesses are leaving the State, and when you look at the States that they are going to, most of those States are States that for one reason or another had major infusions in their higher educational systems during the 1970s and the 1980s.

At a time when we were taking resources away from the system, Carolina, Virginia and Texas were making major infusions of money. Just as our university was a magnet for economic growth it appears that also those centers, Austin and others are becoming magnets for future economic growth, so that the competition is even more—a little more intensive here than some people recognize.

I won't hold you, but Jolene, if you have any questions.

Mrs. UNSOELD. Do you have any opinion on the mix between grants and loans?

Mr. CAMPBELL. I think, really, that if I were doing it, I would do half in grants. I would take the loans themselves and take a third of those amendment make them loan to grant conversions, they can put the onus on the student, so you can target your population, to shift them where you want to go.

For example, we have an APLE program, it happened to be called APLE, which is for getting teachers into certain areas. It is a forgiveness program. That is the way to do it. All of a sudden if you are going to get a job paying $28,000 or $30,000 out of college, and you owe $60,000, and you say, gee, I will stay here because I can wipe out $10,000 of that a year, that is like an extra $10,000 of income for me because I don't have to pay it plus interest.

From that standpoint it seems like you could do a lot of things. You could sort of target your young people where you want them to go, hopefully.

Maybe some of them will stay there and you can change that. You can change legislation. Once you get an overbundance in this area, you can move it to some other place where you are missing.

We have a major problem right now in our CSU system. Because the pay has been sort of even for awhile, until we get the pay up to a certain point, we can't have differential funding programs so that we can say, okay, we are short in math and science teachers, we will pay you $10,000 more.

Why come and teach at CSU, making $45,000 a year when McDonnell-Douglas may hire you for $80,000, so in order to keep you teaching at San Francisco State, we will pay you $5,000. Now, we do that in the UC, we pay doctors at UCSF and we pay lawyers at both Wahall, in Berkeley a lot more money based upon that discipline.

The problem has been we have not been able to get our folks up to a minimum equitable standard. The point I want to make to you and the press is that I don't want people to think it is just dollars we are talking about, because there have to be some reforms made, but it is 65 to 70 percent dollars. I am going to liken it to a person who is very sick who needs surgery, you have got to get them well and healthy before you can do surgery on them.

The problem is we are so unhealthy in terms of the process, the system, we can't make those reforms because if you don't do some of those things in terms of the grants, I am going to tell you, a lot of students will just not go to school that are on the border that we are trying to push over, a lot of bright students.

The last thing, George, if I can tell you this, we talk about academic education, the major weakness in higher education in this country is in vocational and technological education. The community college system, and I will say this, I have said it before, did a better job with the money they got than either UC or CSU did with theirs because of the kind of students they are taking care of.

They do it because they are taking students that have language problems, kids who dropped out of school, went off to—maybe they got in them and came back and did some things, and they are doing great things now. I guess that the point that I am really trying to deal with is that the community college is the university for vocational and technological education.

We have two programs where you take 2 years of it in high school and you convert it to 2 years in the community college and you get your degree, and you can work on computers, you can do refrigeration mechanics, you can do jet engine mechanics, you can do all those kinds of technical skills which we are starting to lack right now in our society.

I would hope in the process of education we talk about vocational and technological education on an annual level and footing with academic education. I really mean that.

As I pointed out to you out of our high school population, 30 percent of our kids drop out, 30 percent go to college, and 40 percent, the largest majority, stay and are in the middle and don't go to college, but need technical jobs, they drive trucks, they fix engines,

they do computer work, and they get a lot more money than teachers, they get $40, $50, $80 an hour doing that kind of technical skills, and if we can get those folks redirected and get some money from the private sector, that is another thing I talked about, some community colleges, you can really do a lot of good things.

Mrs. UNSOELD. I just want to say thank you and how much we appreciate, and unfortunately the public often did not see the people such as you and did not appreciate the kind of dedication and the kind of effort that you are putting in in this fight, but thank you.

Mr. MILLER. Bob, thank you very much.

Mr. CAMPBELL. I will leave this with your staff.

Mr. MILLER. Good luck in Sacramento.

Mr. CAMPBELL. I just want to introduce Maria Viramontes, my chief of staff. She has two jobs. She is also on the college board and was elected from the West, and she is the one who gives me all these facts and figures.

Mr. MILLER. Our first panel this morning will be made up of Ms. Marti Howell, who is a counselor at the Mt. Diablo Unified School District, Kay Wallis, who is a parent from Pittsburg; Mr. Rich Clarke, who is Foster Youth Services from Mt. Diablo Unified School District; Ms. Beverly Williams, social worker from Walnut Creek; Ms. Trinity Robertson, a high school student from Concord, and Ms. Rebecka Garcia, a student from Los Medanos Community College; if you will come forward to the table.

Welcome to the committee and to the hearing.

We look forward to your testimony. Your written testimony, if you have it, will be placed in the record in its entirety as part of the record of this hearing for the committee, and you proceed in the manner in which you are most comfortable.

We are very relaxed around here, so don't be nervous. We are here to hear what you have to say.

Marti, we will start with you.

STATEMENTS OF MARTI HOWELL, COUNSELOR, MT. DIABLO UNIFIED SCHOOL DISTRICT, ORINDA, CALIFORNIA; KAY WALLIS, PARENT, PITTSBURG, CALIFORNIA; RICH CLARKE, FOSTER YOUTH SERVICES, MT. DIABLO UNIFIED SCHOOL DISTRICT; BEVERLY WILLIAMS, SOCIAL WORKER, WALNUT CREEK, CALIFORNIA; TRINITY ROBERTSON, HIGH SCHOOL STUDENT, CONCORD, CALIFORNIA; AND REBECKA GARCIA, STUDENT, LOS MEDANOS COMMUNITY COLLEGE, PITTSBURG, CALIFORNIA

Ms. HOWELL. My name is Marti Howell. I am a guidance counselor at Mt. Diablo High School in Concord, not too far from here.

My position as a counselor will be ending in a few more days along with all the other counselors in our district. This same scene is being played out all over the Bay area.

I want to tell you a little bit about my high school. We have a student body that is socio-economically and ethnically very diverse.

We have about 55 languages on our campus. Most of our students who wish to attend college must get financial help or try to work full-time in addition to attending school.

Transportation is a real problem, and many of our students are working during high school in order to purchase a car or maintain it, pay insurance. For some students, finding a way to pay for housing and transportation is overwhelming and results in their giving up plans for attending college, so we are talking about basic survival here, existence.

I have assisted many of my students and students at our school in filling out scholarship and financial aid forms. The forms themselves are very difficult to understand. Some students do not——

Mr. MILLER. I might interrupt you to tell you the committee was struggling with them a couple weeks ago. We couldn't fill them out, either.

Ms. HOWELL. It is very difficult; students don't understand them. Sometimes we don't understand them.

Many of our students don't have a parent who either can or will help them fill out the forms, so we provide this service for them.

I would like to tell you about one case. I think it will exemplify some of the problems we run into.

Last year, not this year, I had a senior who didn't qualify for the Pell Grant. His income wasn't low enough, but he didn't have any money to go to college.

So the two of us worked together, writing essays and doing all that kind of thing, typing them up, got all the forms filled out.

The only thing we asked his parents to do was to give us copies of their income tax returns, and we could not get those from them, so he was not able to apply for the scholarships. Later with my help—in which I insisted he go get them—we finally did get the returns, were able to get him a scholarship, but by then the only one available was $1,000, which we have some students who need scholarships, that was really a pretty good one, and in addition to that he planned to work full-time. He was accepted in Sacramento State University.

However, I have been in contact with him since, and he wasn't able to support himself, go to school full time, there wasn't enough money. He joined the Army ROTC program and they started paying for his schooling. Then he was pulled out right before finals to go to the Persian Gulf and so has missed this year of school.

I saw him last night at our graduation. He said he was going back next fall, but it will be really hard.

In addition to financial problems associated with college entrance, many of our students are facing accessibility problems, which is becoming increasingly more limited. The loss of counselors in many school districts will have a negative impact on low-income students. Counselors are instrumental in seeking out and encouraging low-income and minority students to aid toward college.

I think we need to look at not only financing for higher education but what happens before students get there, because a lot of them are not going to get there unless there is someone there to help them and tell them they can do it. We help them select the appropriate courses obviously.

We also help them set personal and educational goals. Now, these activities might be handled within a family that is knowledgeable about higher education.

However, my experience has been that it is rather that a low-income student has a family with this interest and or information, and I believe this is because most of those families have not been successful in a country where financial status is primary. As long as the State of California allows districts to cut non-mandated counseling, we are going to find fewer and fewer low-income students getting into higher education.

[The prepared statement of Marti Howell follows:]

My name is Marti Howell and I am a Guidance Counselor at Mt. Diablo High School in Concord. My position as a counselor will be ending in a few days along with all of the other counselors in our school district. This same scene is being played out all over the Bay area.

Mt. Diablo High School is a school with a socio-economically and ethnically diverse student body. Most of our students who wish to attend college must get financial help or try to work full-time in addition to attending school. Transportation is a real problem and many of our students are having to work during high school in order to maintain a car and pay insurance. For some students, finding a way to pay for housing and transportation is overwhelming and results in their giving up plans for attending college.

I have assisted many students in filling out scholarship and financial aide forms. The forms themselves are difficult to understand and some students do not have a parent available to help them. In one case I helped a Senior prepare his application for a scholarship that he very much needed and had a good chance of receiving. The only thing his parents had to do was get the copies of their tax returns for us. They did not do this, so he was not able to apply. We finally did get a $1,000 per year scholarship for him to go to Sacramento State University and he was going to work to support himself (totally). This plan soon proved to be unrealistic, but he was able to continue his education through the Army ROTC. However, he was pulled out of school several months ago and has not yet returned due to the war.

In addition to the financial problems associated with college entrance, many students are facing accessibility which is becoming increasingly more limited. The loss of counselors in many school districts will have a negative impact on low-income students. Counselors are instrumental in seeking out and encouraging low-income and minority students to aim toward college, helping them select the appropriate courses, and helping them set personal and educational goals. These activities might

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be handled within a family which is knowledgeable about higher education. However, it is rare that a low-income student has a family with this interest and/or information. Therefore, when the state allows districts to cut non-mandated counseling, it is the low-income student who is losing accessibility to higher education.

Not only are students suffering cuts in counseling at the secondary level, but we are also seeing a cut-back in services at the college level. At one time we had frequent visits from college representatives to talk to interested students and students of high potential who were low-income. As a result of this service I was able to personally convince several of my low-income students that they could, in fact, attend a state university. When the representative from the UC Outreach program backed up my position and offered them help and support several of them were able to go directly to a four-year state university. All of this happened because I was here and an Outreach representative was here on a weekly basis. This year our representative has only been on our campus twice because this service to schools like ours has been cut. This same thing is happening with all of our state-funded schools. So who will help these students get into college? What many people do not understand is the low level of self-confidence and empowerment that these students feel. They feel this way because their families have not been financially successful in a country where economic status is primary. The only way to break this cycle is to get these students a college education.

I have directed most of my remarks to the state colleges, but I would also like to mention private colleges. Private colleges have much to offer our low-income students. They are usually smaller, have a "family" atmosphere, and are able to give more individual attention. Unfortunately, due to the high cost of private colleges, and the limited resources available through financial aide, an education at a private college has become available only to the affluent. The exceptions are those low-income students who have the self-confidence and maturity to work or to take on a large amount of debt which is very frightening to many

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Ms. WALLIS. My name is Kay Wallis. I am a parent of two college students who are having problems with the California grants. I am also an employee of the Mt. Diablo Unified School District.

I work at Mt. Diablo High School as a campus supervisor. My 19-year-old daughter, Sheri, just graduated from DVC and is now transferring to UC, Berkeley.

As part of the financial aid process, Sheri had to choose which school she wanted to attend. She wanted to attend Berkeley, but because she had not heard from Berkeley, she chose UC Davis.

When we finally heard that she had been accepted to Berkeley, she sent a form to Davis saying she would not be attending there. Davis was supposed to notify Cal Grant that she had not been attending there. Then when we applied for financial aid to Berkeley, we were denied because Cal Grant said she was going to Davis. Then we called Berkeley and told them the situation, and they sent us forms to be sent to Davis stating she wasn't attending classes there, and a form for DVC to fill out regarding any previous financial aid, even though we had already given them this information.

All of this occurred because she put Davis as attendance choice but has never signed a contract and was still attending DVC. In spite of all this, we still have not gotten the Cal Grant because Davis has not notified them that she will not be attending there.

We also have gotten a letter from Cal Grant aid stating that her GPA of 3.48 was too low, and Cal Grant B and C are held up because of the paperwork Davis has not sent.

My other daughter Cindy is 18 years old and is attending Oakland Court Reporting College. This is a year-round school. The cost alone is $6,700 for tuition only, no books or other expenses included.

When we applied for financial aid in January of 1990, that information returned to us had many errors. The main error was in her birth date.

They had her born in 1906, which made her eligible for a Pell Grant and no parent support. They also had her college wrong, so we corrected those errors and returned it to them.

She was given a grant of $5,000 provided that she proved she was actually attending the court reporting college. However, the school never verified her attendance, so she did not receive the Cal Grant money.

However, we were not notified that the school had not received the money, so in January we received a collection letter stating that we owed the tuition and were not paying up. So I contacted the school to find out what to do.

The school said they would look into it and let us know. However, we did not find out. We changed her school to the court reporting college in Oakland shortly before Christmas.

I contacted the college and told them the problems we had been having. They called Cal Grant, and Cal Grant told the Oakland school that they had not received notification of attendance from San Francisco nor had they received a transfer from from us, which we had already sent.

Now we were into March and still had no money yet, so Oakland was saying that they needed money or else. By the end of March the Oakland college received their first payment from Cal Grant.

We had by then applied for a personal loan to cover these expenses. Cal Grant has not come through with the June quarter payment, so we have had to use our personal loan that was supposed to be for other expenses to cover the cost.

Our frustration has been very great. The whole process has been extremely stressful. We feel that the system needs refinement so that the schools and Cal Grant are in better communication and working in unison.

We also resent having to get the same information to them more than once and the system's inflexibility when we try to change Sheri's choice of schools. Unfortunately in supportive of our agony, and the grant money that Sheri will, hopefully, receive will not cover the cost of attending UC Berkeley.

At the old tuition level, the grant of $5,000 would be $1,000 short just for tuition. We have now received notification that the new tuition costs will be $10,000, which is exactly double what the maximum is for the Cal Grant.

In addition to tuition we have to pay other expenses, transportation, and living costs. We do not have this kind of money to take out another loan.

[The prepared statement of Kay Wallis follows:]

My name is Kay Wallis. I am a parent of two college students who are having problems with Cal Grants. I am also an employee of the Mt. Diablo Unified School District and I work at Mt. Diablo High School as a Campus Supervisor.

My nineteen year old daughter, Sheri, just graduated from DVC and is now transferring to UC Berkeley. As part of the financial aide process Sheri had to choose which schools she wanted to attend. She wanted to attend Berkeley, but because she had not heard from Berkeley she chose UC Davis. When we finally heard that she had been accepted to Berkeley we sent a form to Davis saying she would not be attending there. Davis was supposed to notify Cal Grant that she would not be attending there.

Then when we applied for financial aide to Berkeley but we were denied because Cal Grant said she was going to Davis. So then we called Berkeley and told them the situation and they sent us forms to be sent to Davis stating that she wasn't attending classes there, and a form for DVC to fill out regarding any previous financial aide (even though we had already given them this information). All of this occurred because she put Davis as her choice, but has never signed a contract and was still attending DVC. In spite of all this we still have not gotten the Cal Grant because Davis has not notified them that she will not be attending there. We also have gotten a letter from Cal Grant A saying that her GPA of 3.48 was too low. And Cal Grant B and C are held up because of the problem with Davis.

My daughter Cindy, 18 years old, is at Oakland Court Reporting College. The tuition alone is $6700 with no books or expenses. When we applied for financial aide in January of 1990, the information returned to us had many errors. The main error was her birthdate - they had her birthdate as 1906, which made her eligible for a Pell Grant and no parent support. They also had her college wrong. So we corrected those errors and returned it to them. She was given a grant of $5200 provided that she proved that she was actually attending the Court Reporting College in San Francisco. However, that school never verified her attendance. So she did not receive the grant money. However, we

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were never notified that the school had not received the money. So, in January of this year we received a lawsuit letter stating that we owed the tuition and they were going to sue us. So I contacted the school to find out what to do. The school said they would look into it and let us know, but we have never been notified of the outcome.

We changed her school to the Court Reporting College in Oakland shortly before Christmas of last year. I contacted this college and told them of the problems we had been having. They called Cal Grant and Cal Grant told the Oakland College that they had not received notification of attendance from San Francisco, nor had they received a transfer form from us (which we had already sent). Now we were into March and still had no money yet. So, Oakland was saying that they needed money or else. By the end of March the Oakland College received their first payment from the Cal Grant. We had by then applied for a personal loan to cover these expenses.

By the end of March we had already applied for the coming year, so we are still not sure which year's grant sent the payment to the school.

Our frustration has been very great. The whole process has been extremely stressful. We feel that the system needs refinement so that the schools and Cal Grant are in better communication and working in unison. We also resent having to get the same information to them more than once and the system's inflexibility when we tried to change Sheri's choice of schools.

Unfortunately, in spite of all our agony the grant money that Sheri will hopefully receive will not cover the cost of attending UC Berkeley. At the old tuition level the grant of $5000 would be $1000 short, just for tuition. We have now received notification that the new tuition cost will be $10,000 which is exactly double what the maximum is for the Cal Grant. In addition to tuition we have to pay for books, transportation, and other costs. We do not have this money so we will have to take out another loan, however the loan can not be processed until we know what is going to happen with the Cal Grant.

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Mr. CLARKE. Thank you for the opportunity to be here to present this.

The issues of affordability and accessibility to higher education strains many family systems as their children reach the point of wanting to choose a post-high school education or training program. For children who are removed from their parents by the child welfare system or probation system, the first barrier to higher education is a successful completion of a K-12 education.

I am going to ask you today to make higher education closer to reality for the out-of-home-placement child student. In looking at the high-risk students, parents involvement in their lives, in their school programming often discriminates between the successful and the unsuccessful student.

Parents of successful students establish expectations and reinforce them with homework time and individual coaching or tutoring. They have good home-school communication. They participate or set up participatory problem solving with school if there is behavior problems. They establish enrollment and record exchange at the times of moves. This is a real important factor, and I will address that later.

They acknowledge and reward and pay attention to the successes of their students in school. A parent, as an advocate for learning, is a valuable model for a student.

The caseworkers, foster parents and group home parents responsible for parenting the children in out-of-home placement are not the alternative catalyst for school success portrayed above, with one exception that I know, I will have to say Beverly Williams obviously took this roll on, but by and large that is not the case.

This lack of substitute parent and educational coach is magnified by the school's conveying sensitivity to the needs of students living in out-of-home placement and the eroding of personalized student services manifested in the layoffs of pupil personnel workers that is going on around this State.

The students I hope you will advocate for are in foster care. As a group these students graduate from high school at about a 50 percent rate.

They average two placements a year, which means they change schools a lot. They change foster placement at times other than the semester break, causing ineligibility for classes, incomplete course work, and loss of eligibility for comprehensive high school programs in a system that is geared to 18 week change intervals or semesters. They are not really geared to kids moving in and out the way these kids move.

These children are prevented or students are prevented from enrollment because of immunization records that are left in previous placements. They are prevented from an appropriate and rapid school placement by lost school records as they move from school to school, and they develop, understandably, a "why try" attitude due to the repeated loss of credit when they are changing these schools.

Contra Costa and Sacramento Counties have four school-based programs which have taken on and successfully dealt with these problems for the last 15 years.

As coordinator of the Foster Youth Services Program for Mt. Diablo School District, I am here today to urge you to promote ex-

pansion of existing legislation aimed at those students in out-of-home placement. ESEA Title I, Chapter 1 program for neglected or delinquent, "N or D," provides a minimum funding for supplementing the education of "N or D" students in group homes.

With the reauthorization of this act coming up, now is the time to recognize all out of home placed students are at risk for failure and dropping out, not just the ones that are in group homes. Such an expansion of eligibility carefully designed will promote interagency school-based advocacies for success in school.

In California our program efforts provide school placement, student advocacies, tutoring, counseling, employment readiness. We have achieved a 70 to 100 percent graduation rate, and students in the program have earned greater than 10 credits per semester over and above their school experience in districts without foster youth services.

What we have learned can be replicated in other out-of-home placement communities. Affordability and accessibility of the higher education is a serious problem for the out-of-home placed student. Unfortunately, many out-of-home placed students do not complete high school, let along try to access the higher education system.

You can do a lot to make high school a possibility by urging your peers to support expanding eligibility of Chapter 1 "N or D" to include all students living in out of home placement.

Thank you.

[The prepared statement of Rich Clarke follows:]

Testimony by Rich Clarke, Guidance Consultant, Foster Youth Services, Mt. Diablo Unified School District, Contra Costa County, California, before the House Subcommittee on Post Secondary Education, June 14, 1991.

The issue of affordability and accessability to higher education strains many family systems as their children reach the point of wanting to choose post high school education and training. For children who were removed from their parents by the child welfare and probation systems the first barrier to higher education is the successful completion of a K-12 education. I will ask you today to make higher education closer to reality for the out-of-home placed student.

In looking at high risk students, parent involvement often discriminates between the successful and unsuccessful student. Parents of successful students establish:

- learning expectations and reinforce them with homework time and individual coaching or tutoring
- home/school communication
- participatory problem solving with school over behavior problems
- enrollment and record exchange at times of move
- acknowledgement and reward of sustained scholastic effort

A parent as an advocate for learning is a valuable model for a student.

The caseworkers, foster parents and group home operators responsible for "parenting" children in out-of-home placement are not the active catalysts for school success portrayed above. This lack of substitute parent/educational coach is magnified by the schools' vague sensitivity to the needs of the student living in out-of-home placement and the eroding of personalized student services manifested in layoff of pupil personnel workers.

The students I hope you advocate for live in foster care.
As a group these students:

- graduate from high school at a 50% rate
- average 2 placement changes a year (hence school changes)
- change foster placements at times other than semester breaks, causing ineligibility for classes, incomplete coursework and loss of eligibility for comprehensive high school in a system geared to 18 week change intervals

- are prevented from enrollment because of immunization records left in previous placements
- are prevented from appropriate and rapid school placement by lost school records
- develop a "why try" attitude due to repeated loss of credit when changing schools

Contra Costa and Sacramento Counties have 4 school based programs which have taken on and successfully dealt with these problems for the last 15 years. As coordinator of the Foster Youth Services for Mt. Diablo Unified School District I am here today to urge you to promote expansion of existing legislation aimed at those students in out-of-home placement.

ESEA Title I, Chapter 1 program for Neglected or Delinquent (NorD) provides a minimum funding for supplementing the education of N or D students in group homes. With the reauthorization of this act coming up now is the time to recognize all out-of-home placed students are high risk for failure and dropping out. Such an expansion of eligibility, carefully designed, will promote interagency school based advocacy for success in school. In California, Foster Youth Services' efforts provide:

- school placement/student advocacy
- tutoring
- counseling
- employment readiness

We have achieved 70-100% graduation rate, and students in the program have earned greater than 10 credits per semester over and above their school experience in districts without Foster Youth Services. What we have learned can be replicated in other out-of-home placement communities.

Affordability and accessability to higher education is a serious problem for the out-of-home placed student. Unfortunately, many out-of-home placed students do not complete high school, let alone try to access the higher education system.

You could do a lot to make high school graduation a possibility by urging your peers to support expanding eligibility of Chapter 1 N or D to include all students living in out-of-home placement.

Mr. MILLER. Thank you.

Bev?

Ms. WILLIAMS. I would like to say I love your town meetings. I attend every one I hear about.

I am a social worker with the Social Service Department's Independent Living Skills Program. Our clientele is young people, ages 16 to 18, living in foster homes and group homes.

All of our youth depend on Pell Grants and other government funding for higher education and vocational training. They are totally without parental resources. We are talking about the same folks here.

Most of our young people cannot qualify for college because of the disruptions in their lives which caused them to become foster children also disrupted their schooling. The next speaker will eloquently cover this topic.

I will address two issues of particular concern to us. We are trying to help our youth to obtain good job training through many sources, including adult schools, community colleges, and private business technical schools such as Heald Business College and Med-Help Training.

I am going to particularly talk to the issue of the private schools and how they can help us. The private schools have been helpful to us because they can adapt to the individual needs of our students. They don't have waiting lists.

They offer flexible scheduling, specific tutoring, strict attendance and achievement demands, up-to-date equipment, professional office setting, aggressive placement of the graduates, and shortened, intensive training programs from 11 weeks to a few months in length. Short programs are important because often there is no one to support these young people while they are in training.

Currently Pell Grant funding covers between 33 and 43 percent of the cost of the shortest technical training programs for eligibility. This leaves students a large loan to repay as they enter their first jobs with their basic training.

The percentage of funding should be increased. I thought that was good that your first speaker felt the same way.

It is also important not to reduce the Pell Grant income level for eligibility from where it is now, $10,000, which is low enough down, so that young people employed in the lowest paying jobs can qualify for grants to upgrade their job skills. So that was particularly for private business training programs.

Secondly, I would like to address an issue facing the small numbers of our young people, foster youth, who are able to qualify for college directly out of high school. The Congress has attempted to address the special needs of foster children by establishing this independent living skills program through Title IV-E funds.

As part of this program, we are permitted to give a scholarship to students entering college. Our experience has been, however, that rather than applying this scholarship money to unmet needs, some State colleges take this scholarship money, reduce another grant, leaving the student with the same unmet financial needs.

This action on the part of State colleges is negating the intent of the Congress to assist the most disadvantaged youth who otherwise

qualify to enter college. This needs to be changed so that the scholarship goes to benefit the student rather than the State college.

A last note: When I asked foster children what I should say to Congressman Miller, they said, tell him we need high technical training while we are still in high school so we will be skilled when we graduate. The first concern, so this is my little summary, Pell funding needs to be continued and strengthened for private technical training schools. Pell Grant needs to maintain a reasonable income level for eligibility.

Second concern, some State colleges are taking independent living programs scholarship money, reducing other grants so that the school ends up with the money instead of the student.

Thank you.

[The prepared statement of Beverly Williams follows:]

Independent Living Skills Program

REPORT TO
SUBCOMMITTEE ON POSTSECONDARY EDUCATION

I am a social worker with the Social Service Department's Independent Living Skills Program. Our clientele is young people ages 16 to 18 living in foster homes and group homes. All of our youth depend on Pell grants and other government funding for higher education and vocational training. They are totally without parental resources. Most of our young people cannot qualify for college because the disruptions in their lives which caused them to become foster children has also disrupted their schooling. The next speaker will cover this topic eloquently.

I will address two issues of concern to us. We are trying to help our youth to obtain job training through many sources, including adult schools, community colleges and private business and technical schools such as Heald Business College and Med-Help Training School. The private schools have been helpful to us because they can adapt to the individual needs of our students. They don't have waiting lists. They offer flexible scheduling, specific tutoring, strict attendance and achievement demands, up-to-date equipment, professional office setting, agressive placement of graduates and shortened intensive training programs from 11 weeks to a few months in length. Short programs are important because often there is no one to support these young people while they are in training.

Currently Pell grant funding covers between 33% and 43% of the cost of the shortest technical training programs for eligible youth. This leaves students with a large loan to repay as they enter their first jobs with their "basic training". The percentage of funding should be increased. It's also important not to reduce the Pell grant income level for eligibility so that young people employed in the lower paying jobs can qualify for grants as they are trying to upgrade their job skills.

Independent Living Skills Program

REPORT TO
SUBCOMMITTEE ON POSTSECONDARY EDUCATION

I am a social worker with the Social Service Department's Independent Living Skills Program. Our clientele is young people ages 16 to 18 living in foster homes and group homes. All of our youth depend on Pell grants and other government funding for higher education and vocational training. They are totally without parental resources. Most of our young people cannot qualify for college because the disruptions in their lives which caused them to become foster children has also disrupted their schooling. The next speaker will cover this topic eloquently.

I will address two issues of concern to us. We are trying to help our youth to obtain job training through many sources, including adult schools, community colleges and private business and technical schools such as Heald Business College and Med-Help Training School. The private schools have been helpful to us because they can adapt to the individual needs of our students. They don't have waiting lists. They offer flexible scheduling, specific tutoring, strict attendance and achievement demands, up-to-date equipment, professional office setting, agressive placement of graduates and shortened intensive training programs from 11 weeks to a few months in length. Short programs are important because often there is no one to support these young people while they are in training.

Currently Pell grant funding covers between 33% and 43% of the cost of the shortest technical training programs for eligible youth. This leaves students with a large loan to repay as they enter their first jobs with their "basic training". The percentage of funding should be increased. It's also important not to reduce the Pell grant income level for eligibility so that young people employed in the lower paying jobs can qualify for grants as they are trying to upgrade their job skills.

contra costa county social service department

Mr. MILLER. Thank you.

Trinity?

Ms. ROBERTSON. Good morning.

I would like to begin by introducing myself. My name is Trinity Robertson.

I am 17 years old, and last night I graduated from Mt. Diablo High School in Concord.

I presently live in a foster home and have been in and out of home placement for 4 years. Because of many different changes in my life, I have not had a stable environment in which to do my studies and maintain my grades, which has caused my GPA to slip below what I could have done had I been in a stable environment.

I have always wanted to attend college so that I could be self-sufficient and do the things that I felt would be good for the good of the community, et cetera. At this point in time I am dealing with the fact of having to move out at the end of July and be on my own. This is very scary.

I am trying to figure out a plan to support myself while attending college. The cost of an apartment, as well as other living expenses.

Mr. MILLER. Relax.

Mrs. UNSOELD. You are doing fine.

Ms. ROBERTSON. With other expenses, it is very, very expensive. In addition to paying for an apartment I will have to have money to eat, pay my bills, bus fare to and from work, et cetera, et cetera.

Earlier this spring I applied for the Cal and Pell Grants and was denied due to my GPA being 2.22 at the time, and the grants were not given below a GPA of approximately 2.6, I am not really sure on that, regardless of the need.

My counselor, Mrs. Howell, whom you heard from earlier this morning, expressed her concern to our foster youth services person at our school, Tom Blanks. He then called the Cal Grant office and talked to them about my lack of money for college. He was unsuccessful in changing their decision.

I have since given up hope of directly entering a 4 year college. I have contacted the OEP office, which is an equal opportunity program, at Diablo Valley College, and I have plans to go in Monday morning to fill out paperwork.

Hopefully, this will help me get started on my college education, but I doubt that it will be sufficient for my needs. In my opinion, the requirements for receiving a Cal Grant should be based more on a student's needs rather than GPA or SAT scores, which I don't know if they come into at all.

Students that are in foster care and group homes and have no family support, either parents are unable to help them or they refuse to help them, I believe in my opinion that these students should have special consideration for funding so they can attend college and become a bright person of the future.

Thank you.

[The prepared statement of Trinity Robertson follows:]

My name is Trinity Robertson and I am 17 years old. Last night I graduated from Mt. Diablo High School in Concord. I presently live in a Foster Home and I've been in an out-of-home placement for four years. Because of many different changes in my personal life I have not always had a stable environment in which to concentrate on my studies. This has caused my grades and GPA to slip below my abilities.

I've always wanted to attend college to be self-sufficient, however I have no parental or family support. At this point, I'm dealing with the fact of becoming emancipated at the end of July and moving out on my own.

I'm trying to figure out a plan to support myself and attend college. The cost of an apartment is very high with first and last month's rent and a cleaning deposit. In addition to this I need enough money to eat, pay Bills, bus fare to and from work and school, etc.

This spring I applied for the Cal and Pell grants and was denied due to my GPA being 3.22 at that time and the Grants were not given below a GPA of 2.6, regardless of need. My counselor, Mrs. Howell, expressed her concern to our school's Foster Youth Services person, Tom Blanka. He then called the Cal Grant office and talked to them about my lack of money for college. He was unsuccessful in changing their decision.

I have since given up hope of directly entering a four year college and I have contacted the Equal Opportunity Program at Diablo Valley College. Hopefully, this will help me to get a start on my college education, but I doubt that this will be sufficient for my needs.

In my opinion, the requirements for receiving a Cal Grant should be based more on a student's needs, rather than GPA and SAT scores. Students that are in Foster Homes and have no family support to assist with expenses, much less college, should receive special consideration for funding.

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I think we all agree that we want higher education to be both accessible and affordable to our low-income students. Where we seem to be having problems is deciding how to help them. I would like to see grant money available to all high-potential students with economic need, but for those students who have no parental support there would be a special process for appealing the formula based on FFA.

In addition, the State of California needs to recognize the crucial need for counselors in our high schools and the important role they play in helping low-income students aim for and achieve a college education.

Mr. MILLER. Thank you.

Rebecka?

Ms. GARCIA. Good morning. My name is Rebecka Ann Garcia. I am a student representative of Los Medanos College in Pittsburg, California. I have been working with USSA and CalSACC on this.

I am the youngest of six children. My parents immigrated into this country from Mexico. My father has never had any formal education.

My father immigrated into this country when he was 12 years old. He came to this country because he felt he could better support his family from the United States. My mother immigrated into this country when she married my father. She has the equivalency of a 6th grade education. She cannot finish her education because she had to work so her brothers and sisters could go to school.

My parents had great hopes for their children. After all, this is the land of opportunity.

They were amazed that five of their six children could graduate from high school. To my parents, graduating high school was a great accomplishment.

When I told my parents that I wanted to continue my education, they viewed me as a selfish and spoiled brat. They thought I should be thinking about entering the work force to help support the family, not going to school. They felt it was a fantasy and not a feasible dream.

They reminded me that we were poor and only rich Americans can afford to go to college. My father also felt that I would just get pregnant and end up dropping out of school, as my sister did.

My first year in college I had to work a graveyard shift and a part-time job at the college. I would get off work at 7 o'clock in the morning, then I had to be at my part-time job at 7:30 in the morning. After that I had to attend classes, then after that I had basketball practice. Then after that I had a few hours of sleep before I had to go to work again.

My first semester at college I only dropped one class. My second semester of college I dropped all my classes except for my PE class.

At this time I found out about financial aid. It was too late. I already dropped, but I was able to apply for the following year. Then I was told, because I was put on academic probation, that I would have to go to summer school in order to have financial aid for the following year to get off academic probation.

Against my doctor's wishes, I went to summer school. I took six units in 6 weeks and worked 40 hours a week.

The following year I went to school again. I did get financial aid, but I had to move out. Because of the conflict with my parents of me going to school and the constant fighting and everything, I moved out.

I had to work two part-time jobs in order to work around my schedule. The $700 a semester I got was just enough to pay the bills. At times, I didn't have money to pay for groceries. If it wasn't for my brothers, I wouldn't have eaten. Some days, if I didn't take my lunch to school, I didn't eat all day.

At the end of that year, spring semester, I found myself in the hospital. The doctors thought it was an appendicitis. But it was not, it was exhaustion. I spent 8 days in the hospital.

I now live with my parents because my parents now understand that at, all costs, I will go to school, even at the risk of my health. My parents now solely work so I can go to school.

My retired father with arthritis continues to work every single day so I can go to school. My mother works a swing shift after watching her grandchildren so I can go to school. It angers me that my father and mother must continue to work and sacrifice so much so I can go to school.

My story is not unique. There are some that are similar, but there are too many that are worse. It is appalling that students are denied financial aid because of how much their parents' house is worth. My friend was denied additional financial aid because his parents' home was worth $120,000.

His parents combined for four people—for a family of four, make $16,000, and he was denied additional aid. He is not continuing his education. He has decided to enter the work force.

It is ridiculous that students on AFDC must pay to prove they are poor. My sister is on AFDC, and she has to pay $12.50 to prove that she is poor. It is clear if you are on AFDC that you are in financial need.

I believe that there should be adequate publicity and dissemination on student aid for students who come from socially-disadvantaged communities. Students who are first generation college students do not know the system and have the right to be well-informed.

The worth of parents' homes should not be a factor in denial of financial aid for the working poor. People should not have to pay to prove they are poor. I feel education is a right. We should feed those who hunger for education. Those who thirst for knowledge should be given drink, not a cutback.

We cannot afford to cut financial aid. Education is the bare essence, the backbone of America. If America is going to expect to compete in the world market, we must attempt to educate as much as possible. If Congress is not willing to allow everyone an equal chance at education, I question if this is America, the so-called land of opportunity in which my parents immigrated into.

Thank you very much.

[The prepared statement of Rebecka Garcia follows:]

Good Morning! My name is Rebecka Ann Garcia I am a Student Representive of Los Medanos College in Pittsburg, Ca. I have been working with U.S.S.A and CalSACC on this issue. I am the youngest of six children. My parents immigrated into this country from México. My father never has had the priviliage to attend any school. My father made shoes and shined shoes as a child to help support his family. At age 12 he illegealy came into this country. He came to pursue a better life and thought he could better support his family from the United States. My father worked at anything that would pay him. He worked from migrante farm worker to steel mill work. My mother immigrated into this country when she married my father. She had to work in a home for the family that sponsored her immigration for one year. She has the equivalent of a sixth grade education. She could not finish her schooling because she had to work to help support her family and so her younger brothers and sisters could go to school.

My parents had great hopes for their children. After all this was the land of opportunity. They were ammazed that 5 of 6 children could graduate from high school. To my parents graduating high school was the greatest accomplishment. When I told them that I wanted to continue my education they were furious. They viewed me as selfish and a spoiled brat. I should have been thinking of entering the work force not going to school. They also felt that it was a fantisy not a feasable dream. They also reminded me that we were poor and only rich Americans went to college. My father also felt I would just get pregnut as my sister did and drop out. My first year in college I worked a full-time graveyard shift and a part-time job at the college. I would get off of work at 7:00 am and have to be at my other job at 7:30am. After my part-time job I had to attend classes. Then after classes I would go to basketball practice for 3 hours. Then I was able to have a few hours sleep before going to work. My first semester I dropped only one class. My second semester I dropped all my classes except my P.E. classes. This when I found out about finalical aid from a instructor at the college. I had never heard of it before I did not know there was such a thing. I found out I could apply for the follwing year. I was told by the finalical aid office that I could not get finalical aid if I did not get off of probation. Against my doctor's warnings to slow things down I went to summer school. I took six units in six weeks and worked 40 hrs a week that summer. I returned to school the next fall. I received a pell-grant but it wasn't enough. I had moved out because of the conflict of me going to school. I had to work two part-time jobs. The $700 a semester I did get helped to pay bills only. Many times at school if I did not bring my lunch I did not eat all day. I rarely had money to buy food. If it was not for my brothers who brought grocerys there would have been many days that I would have gone hungry. At the end of the spring semester I found myself in the hospital. The doctors thought it was my appendix so they put me into emerency surgery. After the surgery they realized that it was exhaustion. I spent 8 days in the hospital and I almost died from phenomia. I now live with my parents because the realized that I will obtain my dream at all costs.

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My parents now work solely that I can continue my education. My retired father with artritis continues to work every single day as a gardner. My mother must work a swing shift operating a production machine standing after watching her grandchildren all morning. It angers me that my father and mother must continue to work and sacrifice so much so I can go to school!!

My story is not unique there are some similar but too many are worse and end up giving up.

It is appalling that students are denied finalical aid because of how much their parents house is worth. My friend was denied finalical aid because his parents home was worth $120,000. He parents combined make 16,000 a year for a family of four. He clearly is in finalical need. I regret to say that he has given-up and is not furthuring his education.

It is ridiculs that students on AFDC must pay to prove that they are poor. My sister is on AFDC and she had to pay $12.50 to prove she is poor. She barely has enough to feed he own children. There should be some kind of fee waiver for students who are on AFDC and are under the poverty line.

I believe that their should be adequate publicity and dissemination on student aid for students who come form social disadvaage communities. Students who are first generation college students do not know the system and have the right to be well informed.

The worth of parent's home should not be a factor in denial of financial aid for the working poor!

People should not have to pay to prove that they are poor.

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Mr. MILLER. Thank you to each of you.

Marti, let me ask you a question. The dismissal of the counselors—and you used the term non-mandated counseling—what is the distinction here? Is career guidance and educational guidance non-mandated?

Ms. HOWELL. That is right. There are certain counseling services that are mandated in this State; for instance, students who fail competency tests. We do give funding in the district for those services, but for regular counseling services, we do not get any funding that is not mandated.

It is strictly discretionary on the part of the district. You know what happens to discretionary income.

Mr. MILLER. It is discretionary.

Well, that raises an interesting issue in light of what we have already heard this morning and what we will hear in the other panels. You know, historically we have said in this country that the two—that the single largest or most expensive decision a family might make is whether or not to buy a home.

And we believe that that is a decision that people should make very carefully, and they do. And they spend a great deal of time over that decision, and yet we have already heard this morning of people potentially going into debt, $40-, $50-, $60-, $70,000 on behalf of one or more of their children.

And yet, what you are telling me is that many of our high schools, the dissemination of that information is simply going to be based upon whether or not that young person goes in and asks for the information and can find someone to explain that information to him or her.

And the same goes with their families. You get to the families that Rich and Beverly are working with. Then it becomes a real problem, and you can have a number of false starts. As Trinity and Rebecka point out, you can have a number of false starts in terms of, you use your loan, but the loan is not enough. So then you still drop out of school and now you are in debt and now you are starting over again or in terms of trying to get to work.

So it doesn't appear that we can expect these children and families to receive additional advice unless they are going to have to pay for it in some fashion. Would you have a private counseling service?

It doesn't exist, essentially.

Ms. HOWELL. It doesn't exist as far as I know. I am sure that there probably will be some, but I don't know that there will be a service that can provide emotional support for these students who don't believe that college is possible for them and who are not even considering it. And it takes someone calling them in and saying, yes, you can do this, this is possible for you. I want you to do this.

And we do that with a lot of our students over and over through high school.

Mr. MILLER. Have you thought about what your two daughters' indebtedness might be at the end of their education? One is at UC and one is in a technical school.

Ms. WALLIS. Yes, I have. It will be very great for them because it is very hard to try to work a part-time job and keep your grades up so that you can get—keep your Cal grant. And between it all, my

daughters get very stressed out, which in turn makes us very stressed out.

Mr. MILLER. What do you anticipate your daughter that is at the UC system, when she graduates, what will she owe?

Ms. WALLIS. She will owe a great amount of money. We are not sure how much she is going to get in a Cal grant, if she is going to be able to get a Cal grant. If she can't get a Cal grant, she is going to have to put out the whole $10,000 for each year, which is at least 2 years.

Mr. MILLER. So in this particular year, you expect a Cal grant of roughly about half of her costs?

Ms. WALLIS. Hopefully, yes. But so far we can't get anywhere with the Cal grant, which makes it very stressful on the student because they are trying to get their education, not have to deal with Cal grant, trying to get it for them. They want to work on their grades and their studies, not deal with Cal grants' mistakes, basically.

Mr. MILLER. Trinity, you are going to encounter a number of challenges this fall. Not only are you going to try to end up financing your education, but you are going to have to finance your entire life, apparently.

Ms. ROBERTSON. Yes.

Mr. MILLER. You will be out of the foster care system. You will be on your own, and all at one time you are going to have to try to knit together the wherewithal to survive while going to school.

Ms. ROBERTSON. I am.

Mr. MILLER. That is really what you are looking at. You are telling us you are going to be looking forward to that this fall?

Ms. ROBERTSON. Correct.

Mr. MILLER. Beverly, you mentioned that with a lot of the students that you are working with, that you have turned to some of the proprietary schools, the private schools because you think they offer you what?

Ms. WILLIAMS. The main thing is that they are adaptable and that they have a short training program, short, you can get through.

Mr. MILLER. So you get the young people up and on their feet and get some income coming to them, and if they want to pursue——

Ms. WILLIAMS. Yes, Med-Helps, the emergency medical training program, is only 11 weeks. Our youngster that did that went directly to work for an ambulance company right after that. So it gives them a very specific—narrow maybe, but very specific, high-quality job training in a short period of time.

They are more able to adapt to starting at odd times or coming at odd hours, so I feel we need this. We need these schools.

Mr. MILLER. On the issues I raised about the IV-E monies, the independent living, we are in the process of rewriting IV-Es in another committee, so we will take a look at that provision.

Ms. WILLIAMS. The private colleges have also wanted to eat up that money, but we have been able to be more threatening with them, so they didn't dare.

Mr. MILLER. That is interesting. Maybe we will talk to you about that afterwards. There is obviously such competition out there

within the educational institutions looking for that money that there are a number of circumstances in which, not only can you go deeper into debt, but find out that you haven't accomplished your goals time and again for young people.

And that is one of the tragedies is the debt remains, but the goal was not obtained for some of the reasons that you pointed out.

Rebecka, you are the recipient of grants at this point, the Cal grant, or you did not get the Cal grant because your GPA was not high enough?

Ms. GARCIA. No, my GPA is high enough. It always has been. This last year—not this past academic year, the year before that, I was able to get financial aid. But because I went into the hospital that spring, I had to take a bunch of incompletes, and I had to make up the incompletes.

But it was from exhaustion, it was from fatigue, and I had to make up the incompletes before the next semester in order to get financial aid for the next year, and I was not able to do that. So I did not—this past year, I did not get financial aid because I wasn't going to kill myself again for that reason, because I did that before, and I wasn't going to do it again.

Mr. MILLER. Jolene?

Mrs. UNSOELD. Inspirational. You two are representative of something that we absolutely do not see getting any mire. We have more and more minutely calibrated measurements for GPA, for income tests, but nothing for drive. And if this country does anything, it ought to be to help those of you with the drive that could make such contributions to the country later.

Because the cameras were coming in and both of you were so eloquent, and Rebecka, you did it so much better than I, but there was a sentence from your conclusion that I believe ought to be repeated to this audience.

"Education is a right. We should feed those who hunger for an education. Those who thirst for knowledge should be given drink, not another cutback."

Thank you.

Mr. MILLER. Richard, let me ask you a question. This has come up from a number of my friends who teach in elementary and mainly in high schools, this constant movement of students now. Teachers tell me the class you start with in September, you are going to end up with 100 percent turnover by June or, I guess in some cases, Mt. Diablo, that this is pointed out time and again, this constant turnover, shifting.

In your case, it is because the child may move from one—that young person may move from one placement to another placement that moves them into a different high school attendance area or what have you.

Is that what you are——

Mr. CLARKE. That is true. Throughout the K-12 span, there is a lot of mobility and because of the mobility, they lose records, they lose credits.

I saw something recently, the retention rate in the elementary levels is in the 25 to 30 percent range for these kids, and by the time—whereas the normal group, the national population retention

is in the 17 percent range. By the time they get to high school, retention is in the 40, 45 percent range.

Those kids have been retained at least 1 year by the time they get there. When you look at eligibility, that says, at age 18, you are out of the system, we are not going to support you any longer if you are not going to be able to finish high school or finish a program by your 19th birthday.

These kids become more at risk for being in the homeless population without an education as we move them through the system and hold them back and they deal with sort of the fallout of the placement system and the school's insensitivity to that.

Mr. MILLER. But, Marti, that is a problem in terms of a student being qualified.

Ms. HOWELL. Yes. In addition to foster children, we also have the problem with families that are disintegrated, single parent families, and we have new Americans who are struggling very hard to survive. And in some cases, they find they cannot pay their rent and need to move or need to move in with a relative and then another relative.

So we do have students moving all over, and we also have students working and supporting their families.

Mr. MILLER. Well, obviously a much different picture, but hopefully the Congress will recognize a much different picture of a society trying to educate its children, certainly, than of when I started my higher education or even when my children started theirs, that we have really got to appreciate the number of circumstances that the young people find themselves in and try to adapt the system to that instead of trying to make every child adapt to that system.

We are concentrating very hard, and tomorrow is going to come up with a form that we can all read and parents can use and will guarantee our security interest in those loans. And at the same time, not just to frustrate parents and families and children that they throw the forms away and decide that it is too difficult to get the education.

It is really appalling what we have done. We have made the IRS look like a simplified system, and it is wrong. The issues that one of you raised on home equities on the value of homes, we are also making an attempt to address that in the Congress.

Clearly the amount of somebody's equity in their home is not always related to their wealth, and just to suggest because you have a valuable home. And people do not have income all of the time that will allow them to go out and borrow on that equity.

They are delighted to have it, and someday they may turn it into personal wealth, but just as we found out at Proposition 13 in this State, a lot of people's homes were very valuable, but they weren't very rich. So they decided that the taxes had to be disconnected.

Well, now to connect your ability to get a student loan or a grant based upon how long you have lived in your home and what has happened to the equity in the home, I think people are going to feel somewhat about the same kind of disconnect in terms of denying young people their education, so we are also looking at that issue.

Thank you.

Ms. GARCIA. I would just like to say something. At our college, we have a mentorship program and a program called Avance. If it were not for that program, I would have dropped out of school a long time ago and I wouldn't be continuing education. I would not have the desire that I did. And because of programs like that is what gives me the desire, that gives students the desire to go on.

I am not sure what the authorization act has to do with that, but I know Avance has a grant, they had a grant. If it wasn't for programs like that, you would lose a lot of students. A lot of students would be gone, and for a mentorship program.

Mr. MILLER. Thank you. The difference sometimes between staying in school and dropping out of school is not terribly great, as we will hear later from Mr. Rawlings and others who have worked with students. The threat of dropping out, sometimes it doesn't take very much to keep young people in school, a little discussion, a little sorting out of difficulties, and people can then move on to the next step.

Trinity, congratulations. And Rebecka and Trinity, good luck to both of you. Thank you for spending time with us this morning.

Thank you to all of you.

STATEMENTS OF GENE ROSS, PRESIDENT, CONTRA COSTA COMMUNITY COLLEGE DISTRICT; JANIS LINFIELD, DIRECTOR OF FINANCIAL AID, CALIFORNIA STATE UNIVERSITY, HAYWARD; WILLIAM R. FRAZER, SENIOR VICE PRESIDENT FOR ACADEMIC AFFAIRS, UNIVERSITY OF CALIFORNIA; JOSE QUINTANAR, EXECUTIVE DIRECTOR, COMMUNITY COLLEGE EDUCATORS OF NEW CALIFORNIANS; PATRICIA HURLEY, DIRECTOR OF FINANCIAL AID AND CAREER PROGRAMS, COLLEGE OF MARIN; AND SAMUEL KIPP, EXECUTIVE DIRECTOR, CALIFORNIA STUDENT AID COMMISSION

Mr. MILLER. Our next panel will be made up of Mr. Gene Ross, the President of the Contra Costa Community District; Ms. Janis Linfield, the Director of Financial Aid, California State University at Hayward; Dr. William Frazer, the Senior Vice President for Academic Affairs, the University of California; Mr. Jose Quintanar, the Executive Director of the Community College Educators of New Californians; Ms. Patricia Hurley, the Director of Financial Aid and Career Programs, College of Marin; and Dr. Samuel Kipp, the Executive Director of the California Student Aid Commission.

Welcome to the Committee and, again, your formal statements will be placed in the record as they are written. Please feel free to proceed in the manner in which you are most comfortable, but also feel free to comment on what you have heard in previous panels if you think further clarification would be helpful or if you take issue with that. It would also be helpful to us.

Let me say, before I ask Gene to testify, just to welcome him as the President of what I think is an outstanding college board. Maria was introduced earlier by Assemblyman Campbell, our newest member to the college board with great enthusiasm and expertise in this subject. Maria, thank you for taking your time to be with us at the hearing.

And the oldest member of the college board is sitting next to her, and that is Burt Coffy because he was on the original college board when the came up with the idea to create a community college system in this county.

Gene, we welcome you, and as your long-time personal friend, I thank you for your involvement in a number of these issues.

Mr. ROSS. Thank you, Mr. Miller.

Mr. MILLER. Oh, Mr. Miller, is it? I knew you when you were poor, Gene.

Mr. ROSS. I remember when we used to discuss these issues over coffee across the table and when we used to fight with the Contra Costa Times.

Mr. MILLER. When I was poor, we shared a house.

Mr. ROSS. Welcome, again, to our school, and I would like to welcome Mrs. Unsoeld. I am sure she will be back.

Your comments on Burt Coffy are so appropriate, I would like to say. As a matter of fact, we were just talking. He was on the board when they were trying to decide whether to buy 200 acres here for this college or 100 acres.

The University decided on 100 acres being the prudent thing, and just the interest on the market value of the extra 100 acres would have doubled our scholarships or our financial aid that we now give, so——

Mr. MILLER. We would certainly be disappointed to find out if Burt voted for 100 acres.

Mr. COFFY. I made the motion for 200.

Mr. ROSS. That aside, I want to thank you again for inviting me to speak.

I also do want to, by the way, mention that Rebecka Garcia, who was so eloquent on this last panel, is going to be our student trustee on our board for the upcoming year. And we are, obviously, expecting some great things from her in terms of participation and help. We would like to mention that to you.

I would like to summarize my remarks. I have heard, and you all heard earlier, about the problems with financial aid which are obviously going to continue and which we need so desperately in order to help our community and to help our students. This district, you know, has three colleges. This is one of them.

We cover an area in virtually the whole county, and the county is very representative, I think, of the California economy or the California demography in that we have some industrial interior areas, we have urban/suburban areas, some urban problems, we have some agricultural, and we have a great deal, of course, of suburban growth.

So the problems we deal with at our three colleges are somewhat different, and of course there is a cohesiveness and a thread of continuity that we must keep. We think we do a good job of that, and we are growing.

And we find that whereas when I first got on the board, we were out looking for students, now we are afraid we might have to shut the door. And that brings us to the heart of my testimony, and you had asked me to talk about accessibility and affordability.

Well, there are two different aspects to that. Certainly the one that you are most concerned with is the financial aid to the stu-

dents who need it so that they can go to school, not just community colleges, but the State university system also.

I am not going to belabor that because you have a lot of testimony on that. I will mention one problem that we are concerned with, and that is the talk of a $10,000 floor on the Pell grant, and that is included in my testimony.

We have about 5,800 students from so-called low-income families that receive aid here out of our 37,000 students of one type or another. The administration has proposed that you include a $10,000 minimum and then take some of the savings from that and give more aid to those that are below that threshold.

Well, in this area, certainly, the $10,000 threshold isn't very realistic. It would do a lot of things. It would tend to impact our accessibility even more. And because of the way the State creates formulas for other vocational education grants, they include Pell grant recipients as a percentage of that, we estimate that we would lose, directly, 19 percent of our 1990–1991 vocational education funding level if that threshold was adopted just because it would reduce the amount of our students who are eligible for Pell grants.

And the State uses that eligibility factor as a function of deciding how much other vocational aid we get from them, and that is included in the testimony. And I won't cover that anymore, but that is a problem. We certainly hope you will look at that very carefully and what the effect is to the middle income family.

Here in California, the cost of living, the value of houses, et cetera, et cetera, is something that is a special problem. As you know, 40 percent of our national community college students are here in California, so that is an impressive figure. So what you do regarding our students in Washington has a big impact here.

Getting away, though, from financial aid, we find that, from our perspective as board members, the problem we see today in terms of accessibility and affordability is just keeping the school going.

Just keeping the classrooms and keeping the colleges operating, having the money to keep the class, to keep the teachers in the classroom, the faculty members, the counselors which you heard of, to meet the requirements of the State and to keep our plans, of which we, through contributions of the property owners and the citizens of this county, we have been able to construct and which, thank God, are paid for up until now, we have been able to put these plans in place in a very, very timely manner.

The facilities are here, but we can't use them as best we need to use them because of the funding problems with the State, the other requirements that come down, the cost of living for our faculties. And our staff tend to say, hey, you have got it, but let's don't use it.

Well, our tuition, as you know, is not impressive. It is, in many respects, nominal. Certainly to those who can't afford it, it is a large amount, but the $100 for the middle-income person or even to the second head of household is not that much money, itself. The cost of books are a bigger problem. And of course, taking off from work, making the living, are the other problems.

Part of the accessibility problem is just being able to have the classrooms available and the sections available at a time when those students who work can come to class and get the courses they

need in a reasonable and efficient manner. And that means keeping our money coming.

You say that is not a function, traditionally, of the Congress. Well, I submit to you that maybe there are reasons for looking at that a little harder and saying, well, maybe operation—or helping the State out with the general operation of these schools is a factor that is important.

You will see in my testimony, I referred to some of the other problems of our society, such as drugs. We are going to spend a lot of money on badges and weapons and things to fight drugs, but still the best way to fight it is through the education of the kids, the education of the young adults, to make our society interested in the educational habit rather than the drug habit.

And that takes a generation, and it takes a lot of confidence in the system. But that might be a good thought in terms of helping out impacted States, such as ourselves, who have community college systems. We need to think a little bit ahead about that.

On that same score, I noticed, among my colleagues, fellow trustees, that in this eagerness to get funding from the State of California, that is an annual foot race. It seems to us, they are all preoccupied with it, too much time is spent on it.

Our funding—the Honorable Mr. Campbell's efforts aside, it is a very, very difficult problem to plan efficiently when the funding for the school seems to be up for grabs every year, and that hodgepodge in funding approach is very inefficient.

In that race to get that funding, though, I see among our trustees a tendency to overreact to implement programs where the results can easily be purchased. Now, these tend to be, in most cases, vocational programs, which are extremely important.

But to take students and to just put them into vocational atmospheres, into what we call a training atmosphere and not to introduce them into the other traditional values of the colleges, of a college education, the humanities, communications, philosophy, to steer them away from that is a mistake on our part.

To attempt to put people into jobs because we can then go to Sacramento and say, look what we did, we are not doing any service to those students. They need a broader education.

And this school has always been—has always had that as one of its primary goals, and we have tried to keep that tradition. It takes courage for all of you to help us. It takes courage for us to stay on that course, but we have got to do it.

I think I will conclude my remarks with that, and if you have any questions.

[The prepared statement of Gene Ross follows:]

CONTRA COSTA COMMUNITY COLLEGE DISTRICT
500 Court Street, Martinez, California 94553
415-229-1000, EXT. 210

TESTIMONY OF EUGENE ROSS, PRESIDENT CONTRA COSTA COLLEGE DISTRICT

Congressman Miller, Members of the Sub-Committe:

Thank you for inviting me to discuss the issues of affordability and access to a post secondary education.

As you know, this district covers three colleges, virtually the entire county, and probably is quite representative of many of our states 107 colleges.

Certainly access and affordability have different meanings depending on your perspective. If you are an unemployed head of household with insufficient income, it has one meaning. If you are a hard-working middle class independent that needs to up-grade their skills but can't find a time to attend class and cover the job, it means something else.

We hope to cover all perspectives.

Following is a summary of goals we, as a community need to achieve:

A. Student Aid
This is of course the core of the Higher Education Act discussion. Changes to structures of aid have direct impacts here.

Following is a summary of the effect of one such proposed change:

Summary of Likely Outcomes

The District currently has 5,814 students from low-income families who receive either Pell Grant, BOGG, or GAIN support. The state has 294,533 such recipients.

The Administration's proposal to target Pell Grants to students with family incomes of $10,000 or less lacks sufficient detail to determine exactly what its impact would be on the District. Several outcomes can be expected, however:

1. There will be a decrease in the number of students who receive this support and this will affect mostly students from middle-income families (those with incomes over $16,000). Students affected by the proposed change will very likely apply for support from other financial aid programs and thereby increase the competition for these additional but limited funds.

2. Based on a simulation study conducted by the State Chancellor's Office, the District would lose about $131,298 or 19% of the 1990-91 Vocational Education funding level. This reduction is a function of the allocation formula used for Voc Ed funds which factors in the relative percent of Pell Grant recipients in the state who reside in the District.

3. An unknown number of students would very likely have to temporarily drop out of school to work and save for their education.

4. Middle-income students in the four-year segments would be similarly affected. Many would be motivated to apply for admission into the District's programs. These transfers will further tax the District's annual budget which included about $3 million of its reserves to cover the expenses of enrolling students over the growth limit set by the state. The District does not get compensated for accommodating these over-cap students. This strain on the District's budget will very likely result in students having less instruction and student support services available to them in their efforts to reach their educational objectives.

It needs to be noted that the District cannot compensate for such additional costs as well as the four-year segments. It does not have, for example, the capacity to field research grants monies or to solicit substantial alumni funds as does the University of California or the California State University system.

There are other impacts that need to be discussed such as GAIN, a program that could help our students on AFDC immensely.

Attached is a copy of our Research News just released, for your information.

B. Physical and Functional Issues

1. The need for better and more extensive child care is an obvious one. The parent needs to know their child is in good hands as well as affordable ones.

2. A critical and growing problem is for the colleges to be able to staff and operate at 100%, day and extended day courses. Students who are working need to dovetail work hours with class sections (and find room in the class). THIS IS A SCARY PROBLEM. As the U.C. Systems and C.S.U.C. Systems drop courses and make enrollments more selective, we must pick up the slack. We are already over-cap. We will need help in meeting these needs. Accommodating single heads of household, especially re-entry women hinged on the ability to operate a full schedule. I cannot be too emphatic as to the addition to educational quality these students provide by raising the level of performance of the entire class as well as creating student role models for young K-12 students.

3. Traffic congestion and distances take away accessability to a working student. The need for additional outreach centers and/or college sites will grow. We are trying to acquire a campus site in the southern area of our district for this reason. Public transportation is extremely important to the economically disadvantaged.

Our district, like others, is always preoccupied with the uncertainty of state budgets as well as the "hodgepodge" sources of funding we and our students live with. It appears that there is a growing perception among my colleagues that we must show Sacramento increasingly short term success rate to gain our funding every year. Vocational Education, as important as it is, then tends to become our benchmark of institutional success because it

provides short term measurements. We must have the courage to insulate our post-secondary institutions from this tendancy. The traditional values that have brought our society this far are found in the educational halls. The philosophy and lessons of the ages are needed by all our students. It is a neccesity for establishing the educational habit, a good alternative to the drug habit.....

Contra Costa Community College District

Research News

Volume 1, No. 2 | Contra Costa College • Diablo Valley College • Los Medanos College | May 1991

The Students We Serve

By Frank Baratta, Ph.D.
Director of Research

When it comes to enrollment, community colleges do a good job — we're bulging at the seams — but our efforts can hardly be called state-of-the-art.

We talk to high school students and through such programs as Two-Plus-Two encourage them to attend college.

We welcome inquiries from anyone. Where changes are needed to make our campuses congenial to a particular group — e.g., re-entry students — often the changes are made in the form of specific counseling or new programs. We're not the first to adopt new technology, but when it has proved itself — phone enrollment — we don't turn up our noses.

But community colleges don't market themselves as aggressively as, say, the A's or the Giants. Nor do we draw upon many of the more sophisticated techniques of marketing — targeted mailings, special campaigns to boost enrollments in certain courses.

Often there is good reason for restraint. The higher the attendance for the A's or Giants, the more the teams profit. The higher our attendance, the more support we need from the state and our taxing sources. If that support isn't there — and with the funding cap, it now isn't — then an aggressive campaign to boost attendance just doesn't make sense.

Nonetheless, community colleges, I think, will gradually embrace more of the advanced techniques of marketing and shape them to our particular needs. Computers are giving us a much better idea of who attends our classes, and from this data and other sources the "why" of attendance can often be deduced. This not only allows us to

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Analysis of Student Population
Spring Semester, 1991

Enrollment by Gender

Group	Contra Costa No.	Contra Costa Pct.	Diablo Valley No.	Diablo Valley Pct.	Los Medanos No.	Los Medanos Pct.	District No.	District Pct.
Male	3,207	38.4%	10,064	45.1%	2,774	41.3%	16,045	42.9%
Female	5,152	61.6%	12,232	54.9%	3,941	58.7%	21,325	57.1%
Total	8,359	100.0%	22,296	100.0%	6,715	100.0%	37,370	100.0%

Ethnic Makeup

Group	Contra Costa No.	Contra Costa Pct.	Diablo Valley No.	Diablo Valley Pct.	Los Medanos No.	Los Medanos Pct.	District No.	District Pct.
Am. Indian	68	0.8%	145	0.7%	57	0.8%	270	0.7%
Asian	976	11.7%	1,791	8.0%	259	3.9%	3,026	8.1%
Black	2,196	25.2%	681	3.1%	430	6.4%	3,217	8.6%
White	3,229	38.6%	17,073	76.6%	4,579	68.2%	24,881	66.6%
Hispanic	1,101	13.2%	1,462	6.6%	975	14.5%	3,538	9.5%
Filipino	361	4.3%	648	2.9%	274	4.1%	1,283	3.4%
Unknown	516	6.2%	496	2.2%	141	2.1%	1,155	3.1%
Total	8,359	100%	22,296	100%	6,715	100%	37,370	100%

Place of Residence

Group	Contra Costa No.	Contra Costa Pct.	Diablo Valley No.	Diablo Valley Pct.	Los Medanos No.	Los Medanos Pct.	District No.	District Pct.
District	8,239	98.6%	21,967	98.6%	6,697	99.7%	36,903	98.8%
Oth. Dist.	1	0.0%	1	0.0%	0	0.0%	2	0.0%
Non Dist.	0	0.0%	0	0.0%	0	0.0%	9	0.0%
Oth. State	25	0.3%	131	0.6%	9	0.1%	165	0.4%
Foreign	94	1.1%	177	0.8%	9	0.1%	280	0.7%
Unknown	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Total	8,359	100.0%	22,296	100.0%	6,715	100.0%	37,370	100.0%

Citizenship

Group	Contra Costa No.	Contra Costa Pct.	Diablo Valley No.	Diablo Valley Pct.	Los Medanos No.	Los Medanos Pct.	District No.	District Pct.
US	8,265	98.9%	22,119	99.2%	6,706	99.9%	37,090	99.3%
Foreign	94	1.1%	177	0.8%	9	0.1%	280	0.7%
Immigrant	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Parolee	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Student	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Other	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Unknown	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Total	8,359	100.0%	22,296	100.0%	6,715	100.0%	37,370	100.0%

Source: Office of District Research, Contra Costa Community College District, Spring 1991

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spot trends quickly but it gives us the information to think about beneficial changes.

To mention one possibility, once the cap is lifted, we might tackle the late afternoon dead hours.

Most students prefer to attend classes in the morning or in the evening, after work. Many classrooms go empty in late afternoons. A marketing effort might focus on attracting students in these time periods. As for the "how to," trial and error, with results carefully analyzed, will probably point the way.

This issue, based on data from Spring 1991, profiles our students: their attendance patterns, their gender and ethnic makeups, where they live, what high schools they attended.

Foreign Students

Care must be taken in aligning the number of foreign students to the need for such classes as English as a Second Language.

"Foreign" covers immigrants who are not citizens. Many immigrant students have become citizens. They may or may not need special language instruction.

Incidentally, "foreign" students can be "residents" or "non-residents" of the state — a big difference in assessing fees. It all depends on how long they have lived here.

Male-Female Attendance Young-Middle Age

These figures reflect trends of the 1970s and 1980s and indicate some challenges for the 1990s.

As noted before, women for years have outnumbered men in attending not only our colleges but community colleges in general. The pattern, however, is not uniform.

Between the ages of 18 and 24 — the traditional college age — men and women run pretty much even in enrollment and at some ages, men outnumber women.

About age 25, the pattern changes. Enrollment among women soars, among men it drops.

The reasons — well, we know that many of the older students are re-entry women and that many are mothers whose children have reached school age. And down through the years our colleges have reoriented themselves to serve this "market."

Are there any other ways we can serve it? Describing the pattern in a different way suggests some possibilities:

During high school and for about seven years afterwards many young women are unable to attend college — for a variety of reasons, the most important of which might be family obligations. About age 25, many decide to resume their educations, also for

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Day Enrollment Full Term Credit Courses by Age, Sex, Class

First Census Spring Semester, 1991

Age	Sex	Total	Full Time			Part Time		
			Fresh.	Soph.	All Oth.	Fresh.	Soph.	All Oth.
All Ages	Male	5,125	1,370	880	43	1,801	646	385
	Female	6,436	1,281	875	83	2,376	902	919
	*Total	11,561	2,651	1,755	126	4,177	1,548	1,304
<18-20	Male	2,442	968	440	1	927	103	3
	Female	2,319	906	417	1	671	120	4
	Total	4,761	1,874	857	2	1,598	223	7
21-24	Male	1,266	279	305	8	376	281	17
	Female	1,013	158	223	8	354	228	42
	Total	2,279	437	528	16	730	509	59
25-29	Male	509	73	83	10	165	124	54
	Female	649	83	84	20	298	145	79
	Total	1,158	156	167	30	463	269	133
30-34	Male	270	18	28	4	114	58	48
	Female	559	53	60	19	223	98	106
	Total	829	71	88	23	337	156	154
35-39	Male	175	14	12	6	57	35	53
	Female	536	45	43	22	196	97	133
	Total	717	59	55	30	255	132	186
40-49	Male	189	15	11	9	67	19	68
	Female	668	29	39	10	243	116	231
	Total	857	44	50	19	310	135	299
50 & over	Male	268	3	1	3	93	26	142
	Female	687	7	9	3	246	98	324
	Total	955	10	10	6	339	124	466

Source: Office of District Research, Contra Costa Community College District, Spring 1991
*Includes five students, two male, three female, age unknown

Units Attempted Districtwide

Category	Units
Full Term	244,445.5
Proj. Attmt.	16,682.6
ITV Apprenticeship	947.0
Independent Study	328.0
Work Experience	3,874.0
Total	266,277.1

WSCH Full-Term Credit Classes Districtwide

Category	Classes
Day	218,556.7
Extended Day	102,061.2
Total	320,617.7

Source: Office of District Research, Contra Costa Community College District, Spring 1991

Total Potential Hours Attended Districtwide

Category	Hours
Day-Credit	684,979.1
Day-Non Credit	17,093.0
Evening-Credit	336,080.6
Evening-Non Credit	1,815.0
Total	1,051,967.7

Veterans Aid Districtwide

Category	No.	Pct.
No Vets Aid	37,122	99.3%
Veterans	226	0.6%
Dependents	22	0.1%
Total	37,370	

Source: Office of District Research, Contra Costa Community College District, Spring 1991

Research News is published by the Office of District Research. All inquiries concerning its contents or the reports mentioned should be directed to:
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a variety of reasons, perhaps the most important, a restructuring of family relations.

Now let's assume that in the happy future the state solves its money problems and allocates more funds to community colleges. We want to boost enrollment, we want to serve more students, but we have limited marketing dollars.

Do we fashion a campaign to appeal to women 18-25? Or do we redouble our efforts at the elementary-high school level?

Well, that's a decision for the District to make but with statistics and with more research we can fashion a campaign that targets each group. For the age group 18 to 25, child care might be stressed. For the high school students, possibly the social life of college. If we wanted to appeal to both groups, we could use both messages.

On the flip side, the challenge would be to put together a campaign or programs that appeal to older men.

High School Students

The chart on page 5 lists the major feeder high schools for our younger students and the number of students each advances to our colleges.

This is one way to define the high school-college correlation — geographical. School X in Town Y sends this many students to the local community colleges.

There are many other dimensions to assess the high school–college connection. To mention several: college performance as related to high school scores; performance related to high school socioeconomics; career choices or drop-out rates as related to each feeder high school.

Community colleges are charged with the duty to educate all students, and we pride ourselves on our willingness to approach each student with an open mind. We take the students at whatever level they are at, and move forward from there.

But we all know, of course, that the students bring their histories with them. The strengths and weaknesses of their high school careers will often be their strengths and weaknesses of their college careers.

And in recent years, community colleges, recognizing their close associations

(Continued on Page 4)

Evening Enrollment Full-Term Credit Courses by Age, Sex, Class

First Census Spring, 1991

Age	Sex	Total	Full Time			Part Time		
			Fresh.	Soph.	All Oth.	Fresh.	Soph.	All Oth.
All Ages	Male	5,147	65	38	7	2,756	773	1,510
	Female	6,984	75	43	7	3,722	1,317	1,820
	*Total	12,131	140	79	14	6,478	2,090	3,330
<18-20	Male	539	32	11	1	567	25	3
	Female	737	44	9	0	635	47	2
	Total	1,376	76	20	1	1,202	72	5
21-24	Male	796	17	13	0	494	189	83
	Female	1,067	17	13	2	598	284	153
	Total	1,863	34	26	2	1,092	473	236
25-29	Male	1,087	12	5	3	560	208	299
	Female	1,253	7	11	1	538	272	324
	Total	2,340	19	16	4	1,198	480	623
30-34	Male	805	2	3	1	397	142	260
	Female	1,079	3	5	1	539	202	329
	Total	1,884	5	8	2	936	344	589
35-39	Male	636	1	3	2	313	91	226
	Female	854	2	0	0	444	142	266
	Total	1,490	3	3	2	757	233	492
40-49	Male	736	1	1	0	283	89	363
	Female	1,342	2	3	1	595	269	472
	Total	2,078	3	4	1	878	357	835
50 & Over	Male	442	0	0	0	135	30	276
	Female	648	0	2	2	269	101	274
	Total	1,090	0	2	2	405	131	550

Source: Office of District Research, Contra Costa Community College District, Spring 1991
*Includes ten students (six male, four female) age unknown.

Day & Evening Enrollment Full-Term Credit Courses by Age, Sex, Class

First Census Spring Semester, 1991

Age	Sex	Total	Full Time			Part Time		
			Fresh.	Soph.	All Oth.	Fresh.	Soph.	Others
All Ages	Male	3,870	1,380	935	69	904	385	197
	Female	4,908	1,392	1,037	98	1,344	621	416
	*Total	8,778	2,772	1,972	167	2,248	1,006	613
<18-20	Male	1,757	894	386	2	417	58	0
	Female	1,819	854	437	2	431	93	2
	Total	3,576	1,748	823	4	848	151	2
21-24	Male	1,036	281	374	9	190	167	15
	Female	973	233	303	15	217	174	31
	Total	2,009	514	677	24	407	341	46
25-29	Male	418	93	95	19	112	66	33
	Female	557	121	96	18	180	85	57
	Total	975	214	191	37	292	151	90
30-34	Male	245	52	43	15	70	32	32
	Female	469	76	71	18	178	63	63
	Total	714	128	114	34	248	95	95
35-39	Male	164	34	18	11	49	25	27
	Female	392	52	61	14	124	77	64
	Total	556	86	79	25	173	102	91
40-49	Male	151	18	13	6	46	23	43
	Female	495	45	59	23	156	87	125
	Total	646	63	72	29	204	110	168
50 & Over	Male	97	7	5	6	18	14	47
	Female	199	9	10	8	56	42	74
	Total	296	16	15	14	74	56	121

Source: Office of District Research, Contra Costa Community College District, Spring 1991
*Includes six students (two male, four female) age unknown.

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Active Enrollment of Students in Credit Courses

First Census Spring Semester, 1991

Classification	Group	Grand Total	— Day Only — Total	F/T	P/T	— Day & Evening — Total	F/T	P/T	— Evening Only— Total	F/T	P/T
A. FRESHMEN											
High School (Gr. 11 or 12)	Male	531	231	6	225	44	1	43	256	1	255
	Female	775	355	2	353	48	2	46	372	1	371
	Total	1,306	586	8	578	92	3	89	628	2	626
Regular High School Students Excl.	Male	4,835	3,407	1,415	1,992	2,296	1,385	911	3,132	64	3,068
	Female	11,000	4,069	1,325	2,744	2,826	1,406	1,420	4,105	75	4,030
	Total	19,835	7,476	2,740	4,736	5,122	2,791	2,331	7,237	139	7,098
Total Freshmen	Male	9,366	3,638	1,421	2,217	2,340	1,386	954	3,388	65	3,323
	Female	11,775	4,424	1,327	3,097	2,874	1,408	1,466	4,477	76	4,401
	Total	21,141	8,062	2,748	5,314	5,214	2,794	2,420	7,865	141	7,724
B. SOPHOMORES											
30-59 Sem or 45-89 Qtr Units	Male	2,464	1,395	694	401	697	672	225	492	27	465
	Female	3,290	1,244	968	576	1,159	753	406	887	31	856
	Total	5,774	2,339	1,362	977	2,056	1,425	631	1,379	58	1,321
More Than 59 Sem. or 89 Qtr Units, No Deg.	Male	1,292	491	204	287	432	265	167	359	9	350
	Female	1,727	659	228	431	514	285	229	554	12	542
	Total	3,019	1,150	432	718	946	550	396	913	21	892
Total Sophomores	Male	3,756	1,886	898	688	1,129	937	392	851	36	825
	Female	5,017	1,903	896	1,007	1,673	1,038	635	1,441	43	1,398
	Total	8,793	3,489	1,794	1,695	3,002	1,975	1,027	2,302	79	2,223
C. ALL OTHERS											
Associate Degree Only	Male	754	159	28	161	95	37	58	420	1	419
	Female	1,206	433	50	383	195	37	158	578	4	574
	Total	1,910	622	78	544	290	74	216	998	5	993
Baccalaureate Degree or Higher	Male	2,084	495	36	459	218	34	184	1,371	6	1,365
	Female	3,076	1,043	49	994	403	61	342	1,630	3	1,627
	Total	5,160	1,538	85	1,453	621	95	526	3,001	9	2,992
Total All Others	Male	2,788	654	64	620	313	71	242	1,791	7	1,784
	Female	4,282	1,476	99	1,377	598	98	500	2,208	7	2,201
	Total	7,070	2,160	163	1,997	911	169	742	3,999	14	3,985
Total A, B, C	Male	15,930	5,908	2,383	3,525	3,982	2,394	1,586	6,040	106	5,932
	Female	21,074	7,803	2,322	5,481	5,145	2,544	2,601	5,126	126	5,000
	Total	37,004	13,711	4,705	9,006	9,127	4,938	4,189	14,166	234	13,932

Source: Office of District Research, Contra Costa Community College District, Spring 1991

STUDENTS

(Continued from Page 3)

with high schools, have been reaching out more to them. The Two-Plus-Two programs are one example.

With research and statistical analyses, we can do a better job in this area, not only in identifying strengths and weaknesses but in suggesting and testing remedies.

Finally, many of these assessments have policy implications: How deeply do we investigate, what do we investigate, when do our questions become intrusive.

The educational community is now debating these issues. The District's Research Office and Office of Information Systems will be providing pertinent data for these deliberations.

Students' Educational Objectives

Spring Semester, 1991

Objective	CCC	DVC	LMC
Transfer w/o AA	928	4,330	539
Transfer w/AA	1,336	5,361	1,017
AA Vocational	583	741	585
AA General Ed	232	680	264
Cert. of Achievement	409	461	448
New Job Skills	983	1,759	839
Maintain Cert. License	168	222	284
Improve Basic Skills	456	928	530
Personal Interest	2,497	3,335	1,011

Source: Office of District Research, Contra Costa Community College District

Note: Data from forms filled out in Spring, 1991. Students were asked to indentify objectives.

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Analysis of Student Enrollment

Spring Semester, 1991

Level of Education

Group	Contra Costa No.	Contra Costa Pct.	Diablo Valley No.	Diablo Valley Pct.	Los Medanos No.	Los Medanos Pct.	District No.	District Pct.
High School	622	7.4%	522	2.3%	163	2.4%	1,307	3.5%
Freshman	4,537	54.3%	11,150	50.0%	4,484	66.8%	20,171	54.0%
Sophomore	996	11.9%	4,051	18.2%	732	10.9%	5,779	15.5%
Other Undergr	731	8.7%	1,978	8.9%	319	4.8%	3,026	8.1%
AA Deg.	443	5.3%	1,070	4.8%	400	6.0%	1,913	5.1%
BA Deg.+	1,030	12.3%	3,527	15.8%	617	9.2%	5,174	13.8%
Unknown	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Total	8,359	100.0%	22,296	100.0%	6,715	100.0%	37,370	100.0%

Pattern of Enrollment

Group	Contra Costa No.	Contra Costa Pct.	Diablo Valley No.	Diablo Valley Pct.	Los Medanos No.	Los Medanos Pct.	District No.	District Pct.
Day-Cr	3,610	43.2%	7,491	33.6%	2,590	38.6%	13,691	36.6%
Day-Non-Cr	299	3.6%	0	0.0%	0	0.0%	299	0.8%
Both	20	0.2%	0	0.0%	0	0.0%	20	0.1%
Day-Eve/Cr	1,804	21.6%	5,666	25.4%	1,539	22.9%	9,009	24.1%
Day-Eve/Non-Cr	1	0.0%	0	0.0%	0	0.0%	1	0.0%
Both	9	0.1%	109	0.5%	0	0.0%	118	0.3%
Eve/Cr	2,597	31.1%	8,929	40.0%	2,586	38.5%	14,112	37.8%
Eve/Non Cr	18	0.2%	48	0.2%	0	0.0%	66	0.2%
Both	1	0.0%	53	0.2%	0	0.0%	54	0.1%
Unknown	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Total	8,359	100.0%	22,296	100.0%	6,715	100.0%	37,370	100.0%

Status at Enrollment

Group	Contra Costa No.	Contra Costa Pct.	Diablo Valley No.	Diablo Valley Pct.	Los Medanos No.	Los Medanos Pct.	District No.	District Pct.
1st Time	2,588	31.0%	5,304	23.8%	2,104	31.3%	9,996	26.7%
1st Transfer	796	9.5%	2,532	11.4%	806	12.0%	4,134	11.1%
Ret. Trans.	185	2.2%	832	3.7%	129	1.9%	1,146	3.1%
Returning	1,146	13.7%	2,418	10.8%	735	10.9%	4,299	11.5%
Continuing	3,644	43.6%	11,210	50.3%	2,941	43.8%	17,795	47.6%
Unknown	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Total	8,359	100.0%	22,296	100.0%	6,715	100.0%	37,370	100.0%

Type of Student

Group	Contra Costa No.	Contra Costa Pct.	Diablo Valley No.	Diablo Valley Pct.	Los Medanos No.	Los Medanos Pct.	District No.	District Pct.
Full Time	2,025	24.2%	6,587	29.5%	1,270	18.9%	9,877	26.4%
Part Time	6,021	72.0%	15,661	70.2%	5,445	81.1%	27,127	72.6%
Non Credit	313	3.8%	48	0.2%	0	0.0%	366	1.0%
Total	8,359	100.0%	22,296	100.0%	6,715	100.0%	37,370	100.0%

Source: Office of District Research, Contra Costa Community College District

District Feeder High Schools
All Credit Students
Contra Costa Public Schools

School	Male	Female
Acalanes	54	62
Alhambra	58	72
Antioch Adult	15	21
Antioch High	162	192
California	81	89
Campolindo	43	33
Clayton Valley	153	159
College Park	124	133
Concord High	121	113
De Anza	68	97
Del Amigo	19	15
Del Oro	12	20
Del Valle	1	3
Delta High	15	8
El Cerrito	68	107
Ells High	10	17
Gompers High	15	13
John Swett	30	36
Kennedy	45	76
Las Lomas	69	78
Liberty	72	95
Miramonte	26	31
Monte Vista	66	58
Mt. Diablo Adult	2	1
Mt. Diablo High	90	101
Northgate	69	81
Olympic	42	57
Pacifica High	0	3
Pinole Valley	152	147
Pittsburg	87	93
Pleasant Hill	9	10
Richmond High	69	109
San Ramon Valley	92	88
Willow High	0	1
Ygnacio Valley	127	132
Total	2,057	2,351

Contra Costa Private Schools

Carondelet	0	78
De La Salle	78	0
Salesian	22	3
Other	80	90
Total	180	171

Recent HS Graduates
from Other Counties (Top 5)

Public Schools	Male	Female
Alameda	326	357
Los Angeles	61	78
San Francisco	67	122
San Mateo	38	48
Solano	112	106

Source: Office of District Research, Contra Costa Community College District, Spring, 1991

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Student Distribution by Age

Spring Semester, 1991

	Contra Costa		Diablo Valley		Los Medanos		District	
Age Group	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Under 18	536	6.4%	493	2.2%	122	1.8%	1,151	3.1%
Age 18	326	3.9%	1,579	7.1%	346	5.2%	2,251	6.0%
Age 19	523	6.3%	2,560	11.5%	577	8.6%	3,660	9.8%
Age 20	536	6.4%	2,362	10.6%	473	7.0%	3,371	9.0%
Age 21	426	5.1%	1,615	7.2%	359	5.3%	2,400	6.4%
Age 22	348	4.2%	1,088	4.9%	251	3.7%	1,687	4.5%
Age 23	263	3.1%	863	3.9%	226	3.4%	1,352	3.6%
Age 24	256	3.1%	691	3.1%	202	3.0%	1,149	3.1%
Age 25	242	2.9%	668	3.0%	175	2.6%	1,085	2.9%
Age 26	240	2.9%	614	2.8%	222	3.3%	1,076	2.9%
Age 27	259	3.1%	553	2.5%	200	3.0%	1,012	2.7%
Age 28	214	2.6%	545	2.4%	214	3.2%	973	2.6%
Age 29	213	2.5%	492	2.2%	193	2.9%	898	2.4%
30-34	968	11.6%	2,039	9.1%	979	14.6%	3,986	10.7%
35-39	855	10.2%	1,637	7.3%	802	11.9%	3,294	8.8%
40-44	643	7.7%	1,516	6.8%	578	8.6%	2,737	7.3%
45-49	380	4.5%	1,113	5.0%	370	5.5%	1,863	5.0%
50-54	234	2.8%	735	3.3%	190	2.8%	1,159	3.1%
55-59	157	1.9%	394	1.8%	102	1.5%	653	1.7%
60-64	155	1.9%	278	1.2%	60	0.9%	493	1.3%
65-69	185	2.2%	185	0.8%	25	0.4%	395	1.1%
Over 69	387	4.6%	272	1.2%	33	0.5%	692	1.9%
Age Unkn	13	0.2%	4	0	16	0.2%	33	0.1%

Source: Office of District Research, Contra Costa Community College District

Contra Costa Community
College District
500 Court Street
Martinez, CA 94553

Governing Board
Eugene H. Rosa, President
William M. Coates, Vice President
Lee R. Watters, Secretary
Maria T. Viramontes
William P. Moses

Chancellor
John Carlisle

Mr. MILLER. Thank you.

Janis?

Ms. LINFIELD. My name is Janis Linfield. I am Director of Student Financial Aid at California State University, Hayward. I have 18 years of experience in the student aid field.

Today, I am speaking on behalf of the California State University at the request of our Office of the Chancellor. I certainly appreciate this opportunity to discuss the reauthorization issues important to the California State University. I plan to talk about a program delivery system and quality control, need analysis, and grant aid and debt burden.

With regard to program delivery and quality control, in describing the 1990–1991 student aid application for California, that document has six pages of instructions to families and 71 numbered questions.

Many of the questions are repetitive. The form is designed primarily to evaluate the complicated financial positions of high-income families, not those of low-income families.

We need to design an application to meet the needs of low-income students. For colleges that do need a more detailed information on higher income families, we could develop a bifurcated approach, where colleges could opt to collect additional information from the higher income families if they felt it was needed.

This would eliminate the need for low-income families to complete a long, complicated form, many questions of which are not applicable to their family situation. The CSUs support NASFFA's plan for reform, our national association in terms of determining eligibility for Federal student financial aid.

That plan supports the automatic, full eligibility for students or parents receiving AFDC. It supports the elimination of questions about assets for parents with low incomes who file a 1040A or a 1040EZ or who do not file a 1040, and it caps home equity at three times the family income.

The plan also emphasizes approval judgment by the financial aid administrator as key to need analysis methodology. Regarding need analysis, the CSU endorses a single need analysis computation for campus-based Pell grant programs.

This approach would reduce confusion and complexity for both the students and the institutions. It would also eliminate the congressional practice of adjusting Pell grant methodology to fit program funding levels.

The need analysis methodology, itself, should be removed from the statute. In statute, it becomes less responsive to regulatory changes necessary as a result of changing demographics of the applicant population.

We would like to consider alternatives, one being establishing broad need analysis goals in the statute, and then the specific methodology being developed by another agency or committee; for example, the Department of Education or the Congressional Student Financial Aid Advisory Committee in conjunction with the higher education community.

Specific recommendations regarding need analysis are contained in the written testimony, and I won't go through them today, orally.

With regard to grant aid and debt burden, over the last 10 year period, there has been a sharp increase in student loans as opposed to grant assistance. In 1979–1980, grants represented 70 percent of all available State and Federal financial aid programs. Loans, 19 percent.

Ten years later, in 1989–1990, grants declined to 49 percent and loans increased to 46 percent. Approximately one-half of all CSU aid recipients have some degree of unmet need which, in the aggregate, represents almost one-fourth of the total need demonstrated by CSU students.

This results in a very heavy reliance on heavy student loans and on student employment. It forces many students to enroll part time instead of full time, thus delaying graduation and entry into the employment market.

Financial aid is a critical element in attracting and sustaining enrollment. It provides access and ensures the abilities of students to remain in college until graduation. We have a clear need for additional Federal grant funds. First, to fill the gap of each student's unmet financial aid; and secondly, to help reduce the student loan and work component in students' financial aid package.

I would like to address the 5 year limit on Pell grant eligibility. It poses a severe hardship for transfer students, which our system particularly is interested in, many of whom must make up subject deficiencies to satisfy degree requirements at CSU.

The current required institutional standards of satisfactory academic progress negate the need for that 5 year limitation on Pell grant eligibility. The CSU supports an increase in the Pell grant to $4,500 a year. The maximum award would qualify for $2,750 for living expenses plus 25 percent of tuition and fees, not to exceed $1,750 minus the family contribution.

This would address low-income students by increasing the maximum award, and it would extend eligibility to students from middle income families with incomes up to $47,000. And it addresses the erosion in grant assistance, which has happened over the years.

There is also a need for additional grant founds for post-baccalaureate students. We would like to consider extending eligibility for SEOG and Pell grant to post-baccalaureate students who are enrolled in a program leading to a teacher credential.

Becoming a fully-credentialed teacher in the State of California requires completion of a year of approval preparation, 30 units beyond the baccalaureate degree.

The growing reliance on loans as opposed to grant assistance means that the students have a heavy debt burden by the time that they receive their bachelor's degree, and even more, once they receive their teacher credential. Of course, California, like many other States, faces a growing shortage of qualified teachers.

Just in summary, I would like to say that, in terms of program delivery and quality control, we would like to see the application shortened. We would like to develop a short form for low-income families, and we would like to utilize existing databases to eliminate verification and documentation procedures.

For example, why ask a question about citizenship? Why not just look at the INS database. Utilize those databases rather than

asking the questions on the form. In need analysis, we endorse a single-need analysis. We want to remove it from the statute.

In terms of a little bit of detail, we would like to eliminate the dislocated worker and displaced homemaker criteria and allow that to be taken care of through approval judgment. We would like to revise the married student formula, revise the treatment of parents in college and deal with problems concerning the confusion of Veterans' benefits.

In terms of grant aid and debt burden, we would like to reverse the current trend of increasing loans at the expense of the grant program funding. We would like to increase the availability of grant funds to fill unmet financial needs of students, and reduce growing reliance on loans.

We would like to extend Pell grant eligibility from 5 years to at least 6 years for students completing their first undergraduate degree, and extend Pell grant and SEOG eligibility to post-baccalaureate students in recognized teacher credential programs and increase grant funds available to graduate students if possible.

Thank you.

[The prepared statement of Janis Linfield follows:]

HOUSE OF REPRESENTATIVES
SUBCOMMITTEE ON POSTSECONDARY EDUCATION

REAUTHORIZATION OF THE
HIGHER EDUCATION ACT OF 1965, AS AMENDED

JUNE 14, 1991
FIELD HEARING

TESTIMONY
JANIS LINFIELD
DIRECTOR OF FINANCIAL AID
CALIFORNIA STATE UNIVERSITY, HAYWARD
ON BEHALF OF
THE OFFICE OF THE CHANCELLOR
THE CALIFORNIA STATE UNIVERSITY

I. Introduction

A. Janis Linfield

1. Director of Financial Aid, California State University, Hayward

2. 18 years experience in financial aid

B. I am speaking on behalf of the California State University at the request of the Office of the Chancellor

C. Appreciate opportunity to discuss some of the reauthorization issues important to the California State University

D. Testimony today addresses following student aid issues

1. Program delivery system and quality control

2. Need analysis

3. Grant aid and debt burden

E. To understand issues in relation to CSU, following background information may be helpful

1. CSU enrolls over 369,000

2. Twenty campuses

3. Largest public, four-year university in nation

4. CSU financial aid applicant and recipient profile

a. 1990/91: over 190,000 financial aid applicants

b. 1991/92: estimate over 200,000 applicants

c. Approximately 89,000 CSU students receive financial aid totalling over $305 million from federal and state sources

1. 76 percent from federal sources

2. 24 percent from state sources

5. Financial aid funds insufficient to meet needs of this applicant group

II. Program Delivery System and Quality Control

A. 1990/91 SAAC has 6 pages of instructions to families and 71 numbered questions

1. Many questions repetitive

2. Designed to evaluate the complicated financial positions of high-income families, not those of low-income families

B. Need to design an application to meet needs of low-income students

1. For colleges that need more detailed information on higher income families, develop a bifurcated approach

a. College has option to collect additional information

b. Eliminates need for low-income families to complete a long, complicated form, many questions which are not applicable to their family situation

C. CSU supports NASFAA's "Plan for Reform"

1. Determination of program eligibility for federal student financial aid

a. Automatic full eligibility for students or parents receiving AFDC

b. Elimination of questions about assets for parents with low incomes who file a 1040A or 1040EZ or who do not file a tax return

c. Utilizes federal database matches in order to eliminate questions form financial aid application, e.g., INS, IRS, Social Security, Selective Service

d. Caps home equity at three times income

2. Proposed student aid application is only two pages long

3. Resource analysis determines eligibility for non-federal financial aid eligibility

4. Emphasizes professional judgment by financial aid administrator as key to need analysis methodology.

III. Need Analysis

A. CSU endorses a single need analysis for campus-based and Pell Grant programs

1. To reduce confusion

a. Many students receive Pell Grant SAR before hearing from campus

b. If SAR indicates ineligibility for Pell Grant, many students are discouraged and fail to complete applications for admission and financial aid assuming ineligibility for all other financial aid programs even though they would be eligible for other Title IV, state, and institutional financial aid funds

2. To reduce complexity of program administration at campus level

3. To eliminate Congressional practice of adjusting Pell Grant methodology to fit program funding levels

B. Need analysis methodology should be removed from statute

1. In statute, less responsive to regulatory changes necessary as a result of changing demographics of applicant population

2. Consider alternatives

a. Establish broad need analysis goals in statute, and

b. Develop specific methodology by another agency or committee, e.g., Department of Education or Congressional Student Financial Aid Advisory Committee, in consultation with higher education community

3. CSU supports the development of one need analysis methodology to be used to determine student eligibility for all Title IV financial aid programs, i.e., collapse Pell and Congressional Methodology into one methodology

C. Dislocated worker and displaced homemaker

1. Eliminate from Congressional Methodology

2. Would represent effort toward simplification at federal level by reducing confusing instructions and number of questions on financial aid application

3. Allow campus financial aid administrators to exercise professional judgment in these cases

D. Married student formula

1. Should be revised, especially for those without dependent children

2. Tends to underestimate family contribution for married students without dependents and overestimate family contribution for single parents

E. Parent in college

1. Current methodology allows parental contribution to be reduced when parent attends college at least half-time but there is no requirement that the parent be enrolled in degree or certificate program

2. Many high-income parents are counseled by "financial planners" to enroll in college specifically to reduce parental contribution

3. At a minimum, parents, just as students, should be required to enroll in a degree or certificate program in order to reduce parental contribution; or

4. Do not automatically adjust parental contribution by parent in college but allow campus aid administrator to adjust the parental contribution if parent's enrollment actually generates financial burden on family

F. Veteran's Benefits

1. Current rules which treat V.A. benefits differently are confusing to students and aid administrators

2. V.A. educational benefits should be treated as a resource to meet student's financial need, not as student income

IV. Grant Aid and Debt Burden

A. Over the last 10-year period, sharp increase in student loans as opposed to grant assistance

1. In 1979/80, grants represented 70 percent of all available state and federal financial aid; loans, 19 percent

2. In 1989/90, grants declined to 49 percent of all available financial aid; loans increased to 46 percent

B. Unmet financial need of CSU students

1. Approximately 50 percent of all CSU aid recipients have some degree of unmet need which in the aggregate represents almost one-fourth of the total need demonstrated by CSU students

a. Results in heavy reliance on student loans

b. Results in heavy reliance on student employment

c. Forces many students to enroll part-time instead of full-time, thus delaying graduation and entry into employment market

2. Unmet financial need:

   a. Undergraduates: averages $1,890

   b. Postbaccalaureate/graduate students: averages $2,325

   c. All students: average $1,926

C. Financial aid is critical element in attracting and sustaining enrollment, i.e., providing access and ensuring ability of student to remain in college until graduation

D. Clear need for additional federal grant funds

   1. To first fill the gap of each student's unmet financial need

   2. To second, help reduce the student loan and work component in student's financial aid package

E. Number of Years Restriction on Eligibility for Pell Grant Program

   1. The 5-year limit on Pell Grant eligibility poses a severe hardship for transfer students, many of whom must make-up subject deficiencies to satisfy degree requirements at the CSU

   2. The required development and administration of institutional standards of satisfactory academic progress in compliance with federal regulations negates the need for a limit on Pell Grant eligibility

   3. CSU supports increase in Pell Grant to $4,500

      a. Maximum award would equal $2,750 for living expenses plus 25 percent of tuition/fees (not to exceed $1,750) minus EFC

      b. Addresses low-income students by increasing maximum award

      c. Extends eligibility to students from middle-income families with incomes up to $47,180

      d. Addresses erosion in grant assistance

F. Need additional grant funds for postbaccalaureate students

   1. Consider extending eligibility for SEOG and Pell Grant programs to postbaccalaureate students who are enrolled in programs leading to a recognized teaching credential

      a. Becoming a fully credentialed teacher in California requires completion of a year of professional preparation, 30 units beyond receipt of the baccalaureate degree

         (1) The growing reliance on loans, as opposed to grant assistance, means that student has a heavy debt burden by the time they receive bachelor's degree

(2) The in-service or student teaching requirements for teacher credential students virtually precludes part-time employment as a means of financing the addition training required for a teaching credential.

b. California, like many other states, faces a growing shortage of qualified teachers.

2. Consider developing a program similar to the SEOG and/or Pell Grant Title IV programs for graduate students

VII. Graduate Financial Aid

A. Early Identification Program

1. Establish a federal umbrella program that includes both the McNair and Title IX,A programs

2. Expand combined programs to provide greater opportunities for more institutions and more students.

B. Programs for financial disadvantaged/underrepresented students

1. Patricia Roberts Harris Fellowship Awards

a. Continue to authorize funding for the Patricia Roberts Harris Fellowship Program

b. Authorize funding that doubles the number of Harris Fellowships

2. Ensure graduate fellowship awards for graduate programs at institutions where both the academic master's degree and the professional master's degree are the highest degrees awarded.

3. Increase support for faculty in non-doctoral degree programs

VIII. Summary

A. Program delivery system and quality control

1. Shorten application

2. Develop short-form for low-income families

3. Utilize existing data bases to eliminate verification and documentation procedures

B. Need analysis

1. Endorse single need analysis

2. Remove from statute

3. Eliminate dislocated worker and displaced homemaker

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4. Revise married student formula

5. Revise treatment of parent in college

6. Count 100 percent of V.A. Educational Benefits as student resource, not income

C. Grant aid and debt burden

1. Current trend of increasing loans at expense of grant program funding must be reversed

2. Increase availability of grant funds to fill unmet financial needs of students and to reduce growing reliance on student loans

3. Extend Pell Grant eligibility from 5 to at least 6 years for students completing first undergraduate degree

4. Extend Pell Grant/SEOG eligibility to postbaccalaureate students enrolled in recognized teacher credential programs

5. Increase grant funds available to graduate students

Mr. MILLER. Thank you.

Bill?

Mr. FRAZER. I am Bill Frazer, Senior Vice President for Academic Affairs, University of California. You have my written testimony. Let me just emphasize a few points that I hope underscore and complement some of the other remarks you are hearing.

Let me put it in the context of the regents' policy on the admission to the University of California and read you one sentence. Policy contemplates a student body that, quote, encompasses the broad diversity of cultural, racial, geographic, and socioeconomic backgrounds characteristic of California.

Achieving this goal relies just as much on the availability of student financial aid as it does on the quality of our student Affirmative Action programs. What you are considering talking about examining is of vital importance to us all.

The point has been made several times—you made it, Representative Miller—that the costs are going up. The costs are going up. Costs of education are going faster than income and faster than the availability of financial aid. We have seen it in the University of California over the past year in a couple of forms, particularly strongly.

We see it affecting middle-income students increasingly. Our fees have to go up next year by $650, almost a 40 percent increase. This is a response to the State budget crisis that you have been hearing about. This increasingly impacts on middle-income students.

We have recognized that we have more needy middle-income students now and we are doing several things. One is we are setting aside some of this fee increase so that we can cover the fee increase for needy and newly needy students.

Secondly, we are now investigating the possibility of creating a loan program with our own resources for middle-income students. But the crunch is felt, particularly strongly also at the lowest income students, and it is just the issue that was just mentioned, namely the balance of grants and loans.

Student loans just should not be the primary vehicle available to our neediest students. It is not effective. It is not going to enable us to diversify the student body and to attract low income students from families that have not previously benefited from higher education.

Now, Let me turn to a point that, looking at the panelists, probably no one else will make, and that is graduate education. It is particularly of interest to the University of California. As you know, we play a key role in the production of doctoral degrees for the Nation.

You may not know that the University of California produces approximately 10 percent of the Ph.D.s produced in this country. We are facing a condition that threatens our national economy and higher education in the late 1990s in having a well-documented study document the shortage, shortfall in the production of Ph.D.s.

In the sciences, engineering, the studies for the International Science Foundation are all well known. It is perhaps less well-known that we face a shortage of qualified faculty across the board. This is going to be a period of rapid turnover, retirements from the universities, and in some cases, such as in California, growth.

The University of California—I think this number will surprise you—we anticipate needing to hire between now and the year 2005, 10,000 faculty members. Now, where are these faculty members going to come from?

Of course, from graduate students, the population of our university and others. This means a great increase in the amount of graduate education in the late 1990s.

Graduate education depends upon financial support to graduate students. Student support is a vital issue. This period of rapid faculty turnover also gives us an opportunity. It gives us an opportunity to diversify the faculty, provided that the pool from which we can recruit is diverse. So, again, graduate student financial aid is critical.

Although much of graduate student support is provided by the institutions themselves, teaching assistanceships, for example, and by research grants from other Federal agencies, I want to emphasize to you the importance that the Higher Education Act places in affirming Federal interest in the development of the diverse future faculty.

In addition, the Higher Education Act authorizes the only Federal programs that support graduate education in the humanities and social sciences. Although the Ph.D. shortage in the sciences and engineering has received more attention, the faculty shortage in the humanities and social sciences will also be severe.

I want to leave you with this point because I think now one else will make it, Don't forget the graduate students.

Thank you.

[The prepared statement of William R. Frazer follows:]

Testimony of William R. Frazer
Senior Vice President--Academic Affairs
University of California

HIGHER EDUCATION ACT HEARING
EDUCATION AND LABOR SUBCOMMITTEE
ON POSTSECONDARY EDUCATION
JUNE 14, 1991
DIABLO VALLEY COLLEGE, PLEASANT HILL, CALIFORNIA

GOOD MORNING. MY NAME IS WILLIAM FRAZER, AND I AM THE SENIOR VICE PRESIDENT FOR ACADEMIC AFFAIRS FOR THE UNIVERSITY OF CALIFORNIA SYSTEM. ON BEHALF OF PRESIDENT GARDNER, WHO IS UNABLE TO APPEAR BEFORE YOU TODAY, I WANT TO THANK THE COMMITTEE FOR PROVIDING THE UNIVERSITY WITH THIS OPPORTUNITY TO ADDRESS YOU ON THE TOPIC OF THE REAUTHORIZATION OF THE HIGHER EDUCATION ACT OF 1965.

THE HIGHER EDUCATION ACT IS THE ARTICULATION OF A FEDERAL COMMITMENT TO POSTSECONDARY EDUCATION. THE RENEWAL AND EXPANSION OF THAT COMMITMENT IS EXTREMELY IMPORTANT TO THE UNIVERSITY AND TO THE NATION AS A WHOLE. MY REMARKS THIS MORNING WILL FOCUS ON THE CONTEXT FOR THAT RENEWAL--THE CONDITIONS IN HIGHER EDUCATION THAT CONGRESS WILL NEED TO ADDRESS AS IT REAUTHORIZES THIS VITAL AND FAR-REACHING STATUTE.

THE PRINCIPAL ISSUES I WANT TO ADDRESS TODAY ARE AFFORDABILITY, ACCESS, AND DIVERSITY. ALL THREE OF THESE ISSUES ARE OF NATIONAL CONCERN AND MERIT THE PARTICULAR ATTENTION OF CONGRESS IN ITS DELIBERATIONS ABOUT THE HIGHER EDUCATION ACT.

THE UNDERGRADUATE ADMISSIONS POLICY OF THE UNIVERSITY OF CALIFORNIA, ADOPTED BY THE REGENTS IN 1988, ANNOUNCES THE UNIVERSITY'S INTENT TO ENROLL, ON EACH OF ITS CAMPUSES, A STUDENT BODY THAT NOT ONLY MEETS THE ELIGIBILITY REQUIREMENTS, BUT ALSO "ENCOMPASSES THE BROAD DIVERSITY OF CULTURAL, RACIAL, GEOGRAPHIC, AND SOCIO-ECONOMIC BACKGROUNDS CHARACTERISTIC OF CALIFORNIA." THE UNIVERSITY OPERATES A BROAD RANGE OF ACADEMIC OUTREACH PROGRAMS, SOME IN PLACE FOR OVER TWENTY YEARS, WHICH IDENTIFY PROMISING JUNIOR HIGH AND HIGH SCHOOL STUDENTS FROM DIVERSE BACKGROUNDS, PROVIDE ACADEMIC ADVISING SUPPORT, AND ENCOURAGE THESE STUDENTS TO PREPARE THEMSELVES FOR POSTSECONDARY EDUCATION.

BUT ACADEMIC PREPARATION FOR COLLEGE IS ONLY PART OF THE PICTURE. ACCESS TO POSTSECONDARY EDUCATION ALSO ENCOMPASSES ISSUES OF COSTS AND FINANCIAL AID. THE UNIVERSITY HAS SEVERAL CONCERNS IN THIS AREA, WHICH I KNOW ARE SHARED BY MY COLLEAGUES IN CALIFORNIA AND ACROSS THE NATION. THE FUNDAMENTAL ISSUE IN THE AREA OF AFFORDABILITY IS THAT COSTS ARE RISING FASTER THAN FAMILY RESOURCES. LET ME CITE A CASE IN POINT. THE UNIVERSITY HAS HAD TO RAISE ITS FEES SHARPLY FOR THIS COMING ACADEMIC YEAR. RECOGNIZING THAT NEEDY MIDDLE INCOME STUDENTS, AS WELL AS LOW INCOME STUDENTS, WILL NEED SOME HELP WITH THE HIGHER FEE, THE UNIVERSITY IS PROVIDING TO THE CAMPUSES ENOUGH FUNDING TO COVER THE FEE INCREASE FOR NEEDY AND NEWLY-NEEDY STUDENTS. INDEED, OUR CONCERN FOR THE DIFFICULTIES CONFRONTING MIDDLE INCOME FAMILIES

HAS PROMPTED US TO EXPLORE THE POSSIBILITY OF CREATING, WITH UNIVERSITY RESOURCES, A LOAN PROGRAM FOR MIDDLE INCOME STUDENTS.

ANOTHER ISSUE OF CONCERN IS THE DECREASING PURCHASING POWER OF GRANT SUPPORT FOR NEEDY STUDENTS. THE UNIVERSITY BELIEVES THAT STUDENT LOANS SHOULD NOT BE THE PRIMARY VEHICLE AVAILABLE TO OUR NEEDIEST STUDENTS FOR FINANCING THEIR COLLEGE EDUCATION. DURING THE UPCOMING REAUTHORIZATION PROCESS IT IS ESSENTIAL THAT CONGRESS RENEW THE NATIONAL INVESTMENT IN AN EDUCATED POPULACE. ALL ASPECTS OF OUR DOMESTIC AND INTERNATIONAL WELL-BEING ARE ENHANCED BY ENSURING THAT ALL THOSE WHO ARE ACADEMICALLY QUALIFIED HAVE THE SUPPORT THAT ENABLES THEM TO ATTEND COLLEGE, NO MATTER HOW LITTLE THEIR FAMILIES ARE ABLE TO CONTRIBUTE TOWARD THE COST OF THAT EDUCATION. THIS SUPPORT WILL, OF COURSE, COME FROM VARIOUS SOURCES, FEDERAL AND STATE FUNDING, INSTITUTIONAL SOURCES, AND THE INDIVIDUAL STUDENT, BUT THE FEDERAL COMMITMENT TO AN EDUCATED CITIZENRY MUST BE FIRM AND UNEQUIVOCAL.

PROVIDING ACCESS TO HIGHER EDUCATION MEANS MORE THAN MERELY MAKING SURE THAT FUNDING IS AVAILABLE FOR THOSE STUDENTS WHO MANAGE TO CROSS THE THRESHOLD. MANY STUDENTS--AMONG THEM MANY DISADVANTAGED STUDENTS AND STUDENTS OF COLOR--DO NOT EVEN START DOWN THE PATH TOWARD OUR DOOR BECAUSE THEY ARE CONVINCED THAT A COLLEGE EDUCATION IS COMPLETELY UNAFFORDABLE. WE KNOW THIS IS NOT TRUE. FINANCIAL AID IS AVAILABLE FOR NEEDY STUDENTS, AND THE PROGRAMS AUTHORIZED UNDER THE HIGHER EDUCATION ACT ARE THE FOUNDATION (AND

AT MANY COLLEGES, THE BULK) OF THAT AID. OUR KNOWING THIS, HOWEVER, DOES NOT CHANGE THE FACT THAT UPPER ELEMENTARY AND JUNIOR HIGH SCHOOL STUDENTS ARE MAKING ACADEMIC DECISIONS ABOUT WHETHER TO PURSUE COLLEGE PREPARATORY COURSEWORK BASED ON A MISPERCEPTION ABOUT THE AFFORDABILITY OF COLLEGE AND THE AVAILABILITY OF AID. THE DIVERSITY OF THE FRESHMAN CLASS OF FALL, 2000 WILL BE DECIDED DURING THE SAME TIME PERIOD THAT YOU AND YOUR COLLEAGUES WILL BE FINALIZING THE PROVISIONS OF THE HIGHER EDUCATION ACT. STUDENTS AND, MOST IMPORTANTLY, THEIR PARENTS NEED TO BE ASSURED AND REASSURED THAT FINANCIAL SUPPORT WILL BE AVAILABLE TO STUDENTS IF THEY STAY IN SCHOOL AND PREPARE THEMSELVES ACADEMICALLY. THE IMPORTANCE, THEREFORE, OF A STRONG FEDERAL MANDATE REGARDING FINANCIAL AID OUTREACH CANNOT BE OVEREMPHASIZED.

ACCESS IS ALSO AN ISSUE FOR THOSE WHO DO MAKE IT TO OUR DOORSTEP, BECAUSE THE COMPLEXITY OF THE FINANCIAL AID APPLICATION AND DELIVERY SYSTEM INCREASES THE NUMBER OF STUDENTS WHO BECOME DISCOURAGED OR "FALL THROUGH THE CRACKS." THERE ARE SO MANY FORMS TO FILL OUT AND SIGN, SO MANY PIECES OF PAPER TO KEEP TRACK OF . . . FINANCIAL AID HAS BECOME AN OBSTACLE COURSE, AND THE ADMINISTRATIVE BURDEN KEEPS COLLEGE AND UNIVERSITY STAFF FROM PROVIDING STUDENTS WITH THE INDIVIDUALIZED COUNSELING AND ATTENTION THEY WOULD LIKE TO GIVE.

BEFORE CLOSING, I WOULD LIKE TO TURN BRIEFLY TO A FACET OF ACCESS THAT DOES NOT RECEIVE AS MUCH ATTENTION AS THOSE I HAVE JUST

DESCRIBED. IT IS, HOWEVER, ONE THAT IS OF PARTICULAR INTEREST TO THE UNIVERSITY OF CALIFORNIA. AS YOU KNOW, THE UNIVERSITY PLAYS A KEY ROLE IN THE PRODUCTION OF DOCTORAL DEGREES FOR THE NATION AND, INDEED, FOR THE WORLD. THE VITALITY OF OUR NATIONAL ECONOMY AND OUR ABILITY TO COMPETE IN THE WORLDWIDE MARKETPLACE ARE INEXTRICABLY TIED TO CONTINUED EXCELLENCE IN GRADUATE EDUCATION AT UC AND AT COLLEGES AND UNIVERSITIES ACROSS THE UNITED STATES. THE UNITED STATES IS ABOUT TO ENTER AN ERA OF A REAL AND POTENTIALLY DAMAGING SHORTAGE OF COLLEGE AND UNIVERSITY FACULTY. THIS FACULTY SHORTAGE WILL AFFECT EDUCATION AND RESEARCH AT ALL LEVELS. THE SHORTAGE ALSO PRESENTS US WITH THE OPPORTUNITY TO DIVERSIFY THE FACULTY--PROVIDED WE CAN RECRUIT AND RETAIN OUTSTANDING STUDENTS FROM ALL BACKGROUNDS. ACCESS--OR STUDENT SUPPORT--ONCE AGAIN BECOMES AN ISSUE. THE ACCESS THAT GRADUATE STUDENT SUPPORT PROVIDES IS QUALITATIVELY DIFFERENT FROM UNDERGRADUATE GRANTS AND LOANS. THIS IS REASONABLE, BECAUSE THE DEMANDS AND PURPOSES OF GRADUATE EDUCATION ARE ALSO DIFFERENT. ALTHOUGH MUCH OF GRADUATE STUDENT SUPPORT IS PROVIDED BY INSTITUTIONS THEMSELVES AND BY RESEARCH GRANTS FUNDED BY VARIOUS FEDERAL AGENCIES, I WANT TO EMPHASIZE TO YOU THE IMPORTANCE THAT THE HIGHER EDUCATION ACT PLAYS IN AFFIRMING FEDERAL INTEREST IN THE DEVELOPMENT OF A DIVERSE FUTURE FACULTY. IN addition, THE HIGHER EDUCATION ACT AUTHORIZES THE ONLY FEDERAL PROGRAMS THAT SUPPORT GRADUATE EDUCATION IN THE HUMANITIES AND SOCIAL SCIENCES. ALTHOUGH THE PH.D. SHORTAGE IN THE BIOLOGICAL, PHYSICAL, AND COMPUTER SCIENCES HAS RECEIVED MORE ATTENTION RECENTLY, THE

FACULTY SHORTAGE IN THE HUMANITIES AND SOCIAL SCIENCES WILL BE JUST AS SEVERE AND HARMFUL. A REVITALIZATION OF THE FEDERAL INVESTMENT IN GRADUATE EDUCATION IN THESE FIELDS IS CRUCIAL TO THE FUTURE VIGOR AND DIVERSITY OF OUR NATIONAL PROFESSORIATE.

THANK YOU ONCE AGAIN FOR GIVING ME THE OPPORTUNITY TO PRESENT THE UNIVERSITY'S VIEWS ON THESE CRUCIAL ISSUES. I WILL BE GLAD TO ANSWER ANY QUESTIONS YOU MAY HAVE.

Mr. MILLER. Jose?

Mr. QUINTANAR. Thank you for the opportunity to speak before you this morning.

My name is Jose Quintanar. I am Co-Executive Director of Community College Educators of New Californians. I am also amnesty director at Glendale Community College, and I am also advisor to the Latin students at Oxnard College, a private, 4 year university in Los Angeles.

I am here this morning to speak to you about educational access and to present the question, "Is the door closing for Latinos?" Probably at no other time in the United States history has the right of educational access for Latinos and other underrepresented groups been more seriously threatened than today.

Already faced with one of the highest junior and senior high school dropout rates in all the underrepresented groups, Latinos in California are in grave danger of being systematically locked out of post-secondary education.

This action, if allowed to continue, will most certainly reverse any social, economic, and educational progress that these historically discriminated groups have accomplished thus far.

Apart from the inability for our society to stem the rising tide of student dropout, Latinos desiring to pursue an education as adults are faced with a growing number of barriers. Collectively, these barriers represent a return to the shameful level of educational access that existed before the historic Civil Rights Act of 1964.

Access is being attacked on all fronts, from the admission process to the financial aid office, and on to the classroom. The purpose of this paper is to provide an overview of the barriers and the need for public and political action to overcome these barriers.

The first issue is educational services. It is well-documented that Latinos, particularly recent immigrants, show a critical need for basic skills instruction. Without the ability to read, write, and speak English, as well as compute, there is little or no hope for this population to move up the educational ladder or secure better paying jobs.

Usually, most of the programs offering these courses are impacted and have long waiting lists. Non-credit adult programs are often the only educational access point for Latinos. Tragically, when community colleges and adult schools experience physical crises, such as now, these are often the first programs to be cut.

Coupled with overcrowding and course cancellation, 4 year college students, confronted with rising prohibitive tuition costs at their institutions, are also impacting community colleges because they offer many of the same courses at a fraction of the university cost.

Next, we have the problem of high school dropouts. According to a study released in January of this year by the American Council on Education, the Ninth Annual Status Report on Minorities in Higher Education, Latinos from enrollment in school to attainment of graduation are grossly underrepresented at every rung of the educational ladder.

It goes on to say that, by many measures, academic achievement, they continue to lose ground. The statistics presented in the report

serve to illustrate some serious consequences of not successfully solving the dropout problem.

Without question, most of those that do not complete high school will never enter post-secondary education if we continue to build walls rather than bridges. The opportunity to have a second chance must be made easy.

What will happen to these people? Most likely, they will join the ever-growing ranks of the underprivileged. Incidentally, I am also not a graduate of high school.

Regarding the admissions issue, in the fall of 1990, Congress passed the Student Loan Default Prevention Initiative Act of the Omnibus Budget Reconciliation Act of 1990, intended by Congress to prevent the large default in Federal student loans.

The law, also known as the ability to benefit law, requires that any person seeking admission to a community college must have a high school diploma or its equivalent. Those without it must pass a federally-approved examination prior to enrollment.

According to the California Community Colleges Chancellor's Office, this could effectively bar over 100,000 new students from a public education.

Although this discriminatory act was to go into effect on January 1, 1991, the Chancellor's Office was successful in arguing due process in the U.S. District Court of San Francisco and was granted a temporary restraining order until June 30, 1991. Meanwhile, legislators and educators are working hard to have all or part of the law repealed.

For California, this law represents a serious misguided attack on a long-standing tenet of the community college—its open door policy. Before this damaging law, to attend a California community college, one had to be a high school graduate or be at least 18 years old.

For many, this open door policy means a second chance to pursue a post-secondary education. Without this policy, those students who demonstrate the greatest educational need and who would stand to benefit the most would be locked out.

The most irrational aspect of this law is that, by requiring an entrance examination of all non-diploma students, it unfairly punishes those who may not have any desire to receive financial aid.

How would barring non-participating students from admission reduce the skyrocketing student loan default rate? After all, this is the intent of the law, isn't it? This law, unfortunately, presents many such questions as to the wisdom and fairness of its enactment.

For example, what is wrong with the California Community College Matriculation Act which mandates a process for incoming students which includes outreach, orientation, assessment, academic, and transfer components, Financial aid counseling as well?

Possibly, at no other time in community colleges' history has a student's progress through college been more closely monitored and held accountable.

Finally, I want to address the issue of financial aid. Granted, if a person cannot gain entry into college, the matter of financial aid is of little consequence. However, many currently enrolled needy stu-

dents may find themselves with little or no financial aid in the near future.

Currently, Federal legislation states that any school, public or private, participating in the student loan program can be barred if its student loan rate is above 35 percent for 3 consecutive years.

According to the U.S. Department of Education, in 1988, trade and vocational schools had the highest default rates with an average of 26.9 percent. By contrast, public and private 4 year schools had a rate of approximately 6 percent.

There is talk of lowering the cut-off to 25 percent. Statewide data shows that private vocational schools receive 20 percent of all loans, but are responsible for 44 percent of the total defaults. To be fair, the loan participation rates should be noted when considering the loan default rate percentage.

It should also be noted that, at California community colleges, a small percentage of the students access financial aid, while at the vocational schools, almost 100 percent of the students participate.

Furthermore, for California community college students, a good portion of that aid goes directly to the student to pay for many personal expenses, such as books, supplies, transportation, et cetera.

Meanwhile, students of private vocational schools expend 100 percent of their financial aid in tuition purposes. Consequently, the argument that community colleges, at least in California, should be excluded from private vocational schools when the issues concern financial aid is valid and documentable.

Why, at the Federal and State level, should community colleges be punished for the mismanagement and improprieties of vocational schools?

In closing, I recommend the following actions. There are many factors that contribute to limiting educational access. The reduction or elimination of educational services is one such deterrent to access.

The fact that State law places a cap on student enrollment and growth places a tremendous burden on institutions, particularly those that are at or over their enrollment limit.

Community colleges should be able to admit all who want to enter without the concern of exceeding a cap. Colleges that are attracting students because of their reputation for academic excellence should not be punished for responding to the educational needs of their respective communities. The cap must be lifted and growth encouraged and rewarded.

Funding must be maintained or increased to accommodate growth. The inability of many minority high school students to earn diplomas means a generation of underskilled workers will negatively contribute to an already dismal work force and potential add to our public assistance rolls, jails and prisons. It is no secret that the lack of even minimum basic skills breads many social problems.

Successful existing high school retention programs must be recognized and financially supported. As the saying goes, you can pay now or you can pay later. California can be proud of the fact that it is the last and only State in the Nation with an open door policy.

However, the "ability to benefit" legislation has threatened that policy. Fortunately, through Congressman Miller's efforts, a techni-

cal amendment has corrected some of the folly of this legislation. Now we need to exempt all California community college students from this ill-conceived law.

These students are not the principal abusers of student loans. Private vocational schools are the perpetrators. Legislation must be enacted to separate community colleges from these victimizing schools. Students at community colleges need more grant money and less loans.

Loans are an insidious trap because of the relative easiness in acquiring. Students need to be protected from themselves and unscrupulous school.

I offer no easy solutions. But one thing is for sure, if we as a society continue down the road that condones limiting educational access for minorities, then we are in for a rough ride as a State and as a Nation.

I would also like to submit for the record a paper on the educational needs of the amnesty population which we are very much involved in. Their needs are three-fold—English language proficiency, job training skills, and citizenship.

Mr. MILLER. Thank you.

Mr. QUINTANAR. And also, at my campus I have Dr. Ray Steiner, Dean of Financial Aid and nationally known in the financial aid arena.

He has two papers he would like presented, the Pell Grant Consensus Formula on Analysis of the Impact on California Community Colleges, which might be helpful to you, and The Concept of Financial Need, Does it Work For Lower Income Families?

Mr. MILLER. Thank you.

Mr. QUINTANAR. Thank you very much for the opportunity.

[The prepared statement of Jose Quintanar and the papers mentioned follow:]

EDUCATIONAL ACCESS: IS THE DOOR CLOSING FOR LATINOS?

A position paper on the
Reauthorization of the Higher Education Act

Presented at the
House Subcommittee on Postsecondary Education Hearing
Diablo Valley Community College
The Trophy Room
Pleasant Hill, California

Prepared and submitted by

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June 14, 1991

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POSITION PAPER

RE: **EDUCATIONAL ACCESS: IS THE DOOR CLOSING FOR LATINOS?**

DATE: **June 14, 1991**

BACKGROUND

Probably at no other time in United States history has the right of educational access for Latinos and other under-represented groups been more seriously threatened than today. Already faced with one of the highest junior and senior high school drop-out rates of all the under-represented groups, Latinos, in California, are in grave danger of being systematically locked out of post-secondary education. This action, if allowed to continue, will most certainly reverse any social, economic and educational progress that these historically discriminated groups have accomplished thus far.

Apart from the inability for our society to stem the rising tide of student drop-out, Latinos desiring to pursue an education as adults are faced with a growing number of barriers. Collectively, these barriers represent a return to the shameful level of educational access that existed before the historic Civil Rights Act of 1964. Access is being attacked at all fronts: from the admissions process to the financial aid office and on to the classroom. The purpose of this paper is to provide an overview of the barriers and the need for public and political action to overcome these barriers.

THE ISSUES

EDUCATIONAL SERVICES

It is well-documented that Latinos, particularly recent immigrants, show a critical need for basic skills instruction. Without the ability to read, write and speak English, as well as compute, there is little, or no hope, for this population to move up the educational ladder or secure better paying jobs. Unfortunately, most of the programs offering these courses are impacted and have long waiting lists. Non-credit adult programs are often the only educational access point for Latinos. Tragically, when community colleges and adult schools experience fiscal crises, such as now, these are often the first programs to be cut.

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Coupled with over-crowding and course cancellations, four-year college students who, confronted with rising, prohibitive tuition costs at their institutions, are also impacting community college programs because they offer many of the same courses at a fraction of the university costs.

DROPOUTS

According to a study released in January of this year by the American Council on Education (ACE), the Ninth Annual Status Report on Minorities in Higher Education, Latinos, from enrollment in preschool to attainment of graduate degrees, are "grossly under-represented at every rung of the educational ladder". It goes on to say that by many measures of academic achievement, they continue to lose ground.

The study points out that from 1984 to 1989, the most recent year for which data is available, Latinos completing high school dropped from 60.1 % to 55.9 %. By contrast the high school completion rate for African Americans rose slightly during that period -- from 74.7% to 76.1%. Though the Anglo completion rate dipped slightly, down to 82.1% in 1989, it was still significantly higher than either of the two minority groups. In California, where Latinos represent 33% of all public school students in grades kindergarten through 12th grade, the numbers are even more dramatic when one looks at the high school completion rate.

In 1989, the high school completion rate for all California students was 67.3%. For Latinos, it was 51.7% and for African Americans 53.5%. In Los Angeles, which has the one of the largest school districts in the nation, the high school completion rate for 1989 was 43.7% for all students: for Latinos it was 35.7%, while, for African Americans, the rate was 41.6%.

These statistics serve to illustrate some serious consequences of not successfully solving the drop-out problem. Without question, most of those that do not complete high school will never enter post secondary education if we continue to build walls rather than bridges. The opportunity to have a "second chance" must be made easy. What will happen to these people? Most likely, they will join the ever-growing ranks of the underprivileged.

ADMISSIONS

In the fall of 1990, Congress passed the Student Loan Default Prevention Initiative Act of the Omnibus Budget Reconciliation Act of 1990. Intended by Congress to prevent the large default in federal student loans, the law, also known as the "ability to benefit" law, requires that any person seeking admission to a community college must have a high school diploma or its equivalent. Those without it must pass a federally approved examination prior to enrollment. According to the California Community Colleges Chancellor's Office, this could effectively bar over 100,000 new students from a public education.

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Although this discriminatory act was to go into effect on January 1, 1991, the Chancellor's office was successful in arguing due process in the U.S. District Court of San Francisco and was granted a temporary injunction until June 30, 1991. Meanwhile, legislators and educators are working hard to have all or part of the law repealed.

For California, this law represents a serious, misguided attack on a longstanding tenet of the community college: its "open door" policy. Before this damaging law, to attend a California community college, one had to be a high school graduate or be at least 18 years old. For many, this "open door" policy means a second chance to pursue a post-secondary education. Without this policy, those students who demonstrate the greatest educational need and who would stand to benefit the most, would be locked out.

The most irrational aspect of the law is that by requiring an entrance examination of all non-diploma students, it unfairly punishes those who may not have any desire to receive financial aid. How would barring non-participating students from admission reduce the skyrocketing student loan default rate? After all, this is the intent of the law, isn't it? This law, unfortunately, presents many such questions as to the wisdom and fairness in its enactment.

For example, what is wrong with the California Community College Matriculation Act that mandates a process for incoming students which includes outreach, orientation, assessment, academic and financial counseling, certificate and/or degree attainment and transfer components. Possibly, at no other time in community colleges' history, has a student's progress through a college been more closely monitored and held accountable.

FINANCIAL AID

Granted, if a person cannot gain entry into college, the matter of financial aid is of little consequence. However, many currently enrolled needy students may find themselves with little or no financial aid in the near future.

Current federal legislation states that any school, public or private, participating in the student loan program can be barred if its loan default rate is above 35% for three consecutive years. According to the U.S. Department of Education, in 1988, trade and vocational schools had the highest default rates with an average of 26.9%. By contrast, public and private four-year schools had a rate of approximately 6%. There is talk of lowering the cut-off to 25%.

Statewide, data shows that private vocational schools receive 22% of all loans but are responsible for 44% of the total defaults. To be fair, the loan participation rate should be noted when considering the loan default rate percentage.

It should also be noted that at California community colleges a small percentage of the students access financial aid while at the vocational schools almost 100% of the students participate. Furthermore, for community college students, a good portion of that aid goes directly to the student to pay for the many personal expenses (books, supplies, transportation, etc.) incurred. Meanwhile, students at private vocational schools expend 100% of their financial aid on tuition purposes.

Consequently, the argument that community colleges, at least in California, should be excluded from private vocational schools when the issues concern financial aid is valid and documentable. Why, at the federal and state levels, should community colleges be punished for the mismanagement and improprieties of the vocational schools?

CONCLUSION

It is evident that the issues overlap and in some instances, conflict with each other. While it is true that they all deal with educational access, it is also true that they are separate and must be dealt with individually.

The availability, reduction, and/or elimination of educational services probably presents the most difficult obstacle for people wanting to access education. Even if an individual meets the admission and financial aid requirements, little good will that do if the appropriate courses are filled or canceled. Nothing is more disheartening for a prospective student, eager to embark on his/her educational journey, than to find the road blocked by fiscally-driven program limitations.

Motivating students to complete their compulsory education must begin at the pre-school level and continue through high school. This task must be shared equally by students, parents, teachers, administrators, business and industry leaders and politicians because, if these students fail, we all stand to lose and suffer. The high school retention problem requires innovative solutions because the traditional methods have not worked.

The issue of community college admissions policies is closely tied to non-high school graduates. If the door is closed to them, where will they get the second chance? Any attempt to bar students from pursuing an education is morally wrong and must be vehemently opposed by all of us. At all levels of the workplace and through out our community, non-high school graduates have earned post-secondary certificates and degrees and have gone on to lead successful, positive lives while contributing to our society as teachers, doctors, lawyers, civic and business leaders and many other professional roles.

Finally, the issue of financial aid is of prime importance if a student can get past the admissions hurdle. Technically, if a student is prohibited from applying, or deemed ineligible, for financial aid, for all intents and purposes, this student is banned from pursuing a post-secondary education. If we allow these educational access barriers to exist then we will all suffer the negative consequences for decades to come.

ACTION REQUESTED:

There are many factors that contribute to limiting educational access. The reduction or elimination educational services is one such deterrent to access. The fact that state law places a cap on student enrollment and growth places a tremendous burden on institutions, particularly those that are at, or over their enrollment limit. Community colleges should be able to admit all who want to enter without the concern of exceeding a cap. Colleges that are attracting students because of their reputation for academic excellence should not be punished for responding to the educational needs of their respective communities. The cap must be lifted and growth encouraged and rewarded. Funding must be maintained or increased to accommodate growth.

The inability of many minority high school students to earn diplomas means a generation of under-skilled workers will negatively contribute to an already dismal work force and potentially add to our public assistance rolls, jails and prisons. It is no secret that the lack of even minimum basic skills breeds a myriad of social problems. Successful existing high school retention programs must be recognized and financially supported. As the saying goes, you can pay now, or you can pay later.

California can be proud of the fact that it is the last and only state in the nation with an "open door" policy. However, the "ability to benefit" legislation has threatened that policy. Fortunately, through Congressman Miller's efforts, a technical amendment has corrected some of the folly of this legislation. Now, we need to exempt all California community college students from this ill-conceived law.

They are not the principal abusers of student loans: private vocational schools are the perpetrators. Legislation must be enacted to separate community colleges from these victimizing schools. Students at community colleges need more grant money and less loans. Loans are an insidious trap because of their relative easiness in acquiring. Students need to be protected from themselves and unscrupulous schools.

I offer no easy solutions but, one thing is for sure, if we, as a society, continue down the road that condones limiting educational access for minorities, then we are in for a rough ride as a state and as a nation.

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THE CCENC REPORT

COMMUNITY COLLEGE EDUCATORS OF NEW CALIFORNIANS: Providing Educational Opportunities for the Amnesty Population

Volume I, Number 1 — Spring 1991

PRESS RELEASE FROM SENATOR ART TORRES

LEGISLATION TO OVERHAUL AMNESTY EDUCATION CLEARS SENATE COMMITTEES

Senator Torres explains measure would boost education and English lessons for newly legalized residents and install direct federal monies

SACRAMENTO

Senate Bill 112, Legislation by Senator Art Torres (D-Los Angeles) to increase federal funding for amnesty educational and to restructure the delivery of educational services to newly legalized persons, has cleared major hurdles with its approval (6-1) by the Senate Education Committee on May 1, 1991 and its most recent approval (7-0) by the Senate Appropriation's Committee on May 13, 1991. The Bill will now move to the Senate floor for approval.

"SB 112 establishes literacy as a priority and affirms education not just as a cost, but as an investment in our newest Californians," said Torres.

GENERAL FUNDING THREATS

State Legalization Impact Assistance Grants (SLIAG) were established as part of the 1986 Immigration Reform and Control Act (IRCA) to alleviate the impact to states of newly legalized persons. The grants were intended to provide funding for a five year period to education and health and welfare services for individuals seeking legalized alien status. Proposed cuts in the SLIAG appropriation could cost California more than $400 million.

Governor Wilson's 1991-92 budget proposes that only 8% of SLIAG dollars go to education. Previously, California has appropriated 21% of the state's SLIAG budget to education. Senate Bill 112 would augment the federal allocation of amnesty education dollars to $160 million from the $35 million proposed by Governor Wilson for FY 91/92.

"We can no longer risk losing these essential dollars by giving short shrift to education. Newly legalized persons not only want education, they need education. Senate Bill 112 provides for an appropriate usage of federal monies, one we can document with little or no ambiguity to the federal government," said Senator Torres.

CASES SERVED

California has served over 930,000 of the 1.6 million eligible applicants in California since the education program began in 1987 not only doubling the English as a Second Language (ESL) and citizenship enrollment of the adult education program but increasing the overall adult education program by more than one third.

EDUCATION RESTRUCTURING

SB112 would support the transition of newly legalized persons to regular adult classes after SLIAG funds have been exhausted.

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SAEED ALI TO LEAVE POSITION: AMNESTY EDUCATION DEAN, CHANCELLOR'S OFFICE

Saeed Ali has announced that effective September 1, 1991 he will not renew his contract as Dean of Amnesty Education with the Chancellor's Office.

Since the inception of the Amnesty Education Program in 1988, Amnesty Education in the California community colleges has had the good fortune to have a dynamic and dedicated leader in Saeed Ali. It is through Saeed's extremely capable leadership that the Amnesty Education Programs have been able to forge ahead as a result of:

1) Securing retroactive funding at the community college rate;
2) Expanding the scope of services to include Basic Skills classes;
3) Increasing the hourly reimbursement rate to $5.00 per hour; and
4) Securing approval for the WSTI attendance accounting system.

According to Saeed Ali, there are four remaining tasks to be accomplished before he leaves; these include:

1) Finalize the draft plan for Education Beyond Amnesty;
2) Secure funding for the next two years;
3) Amnesty Education Unit at Chancellor's Office will be well organized for remaining funding period; and
4) Secure job training funds for worksite literacy.

As we move to "Education Beyond Amnesty," the three key components will include:

1) Citizenship/Naturalization;
2) Worksite Literacy;
3) Basic Skills.

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CCENC

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THE POLANCO BILL: AB 592
Residency Determination

Existing law permits an alien to establish residence for purposes of tuition at public colleges and universities unless precluded by the federal Immigration and Nationality Act from establishing domicile in the United States.

The Polanco Bill proposes to permit an alien to establish residence for purposes of tuition unless he or she is one of the following types of nonimmigrants, as defined by federal Immigration and Nationality Act:

1) A nonimmigrant having a foreign residence which he or she has no intention of abandoning;
2) A nonimmigrant in transit through the United States;
3) A nonimmigrant crewman landing temporarily in the United States.

This bill makes a technical change in the residency definition in order to reconcile two conflicting court decisions on the meaning of current law. In a June 1985 ruling known as Leticia A., the Alameda Superior Court found current law to be unconstitutional because it precluded an undocumented student who met all legal requirements for establishing residency to do so. Last year, however, the state appellate court ruled in Bradford vs Regents of the University of California that the law is in fact constitutional.

The Polanco Bill reflects current practice by California public colleges and universities, which have operated under the Leticia A. decision and have not considered students' undocumented status when ascertaining residency. Implementation of the Bradford decision would increase the administrative requirements and costs associated with collecting and processing new information when verifying the residency of all students.

The bill would not change the types of nonimmigrants who are precluded from establishing residency.

A student may be classified as a resident for tuition purposes if he or she has resided in California for more than one year and meets other requirements established by the segmental governing boards.

Assembly Committee on Higher Education

FROM THE CCENC DIRECTORS

Rose C. Dosta & José R. Quintanar

Welcome to the first edition of The CCENC Report. The CCENC Report is a publication of Community College Educators of New Californians (CCENC).

CCENC is a statewide consortium of community college Amnesty Program Directors dedicated to providing educational opportunities for our 1.7 million New Californians as mandated by the Immigration Reform and Control Act (IRCA) of 1986 and State Legalization Immigration Assistance Grants (SLIAG).

CCENC member colleges have strived to meet the legislative mandates of IRCA while, at the same time, addressing the question of seeking ways to continue meeting the employment training, general education, and citizenship needs of this traditionally underrepresented student population.

The CCENC Report is intended to provide information on current issues regarding federal and state legislation, public policies, and programs which impact the education of our New Californians.

As we go to print, a critical issue is the 1.1 billion in federal SLIAG dollars originally appropriated to the states but later recommended for recision by President Bush. The decision to continue SLIAG funding at its original allocation level is currently in the House Appropriations Committee.

Your support, by writing the members of the House Appropriations Committee, would lend tremendous assistance to the efforts to secure approximately $400 million in federal SLIAG funding for the State of California.

For further information, please call 818-240-1000, X560.

TORRES

Continued from page one

The measure would continue helping applicants meet the requirements for attaining permanent residency status, including basic literacy, knowledge of the English Language, and understanding of U.S. history and government. The bill would also provide for education and training that would enable applicants to succeed in school, to become more employable, and to realize their full potential as citizens of the United States.

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CCENC POSITION PAPER

MAKING A FEDERAL COMMITMENT TO A SPECIAL POPULATION: THE NEWLY LEGALIZED PERSON

THE ISSUE OF CONTINUED FEDERAL SLIAG FUNDING

"As Hispanics become the largest minority group in the United States in the next century, it becomes more and more important to overcome the crisis in Hispanic Education".
President George Bush, 1989

FEDERAL LAW

The Immigration Reform and Control Act (IRCA) of 1986 established the State Legalization Impact Assistance Grant (SLIAG) program to reimburse state and local costs of educational services, public health, and public assistance to newly legalized persons. Nationwide, of the 3 million newly legalized persons, 83% are of Hispanic origin; in the state of California, 90% are of Hispanic origin.

IRCA mandated a language/educational requirement in order to achieve the improvement of English language proficiency and to develop knowledge of U.S. history and government. This resulted in the commitment of resources to the language and educational needs of this newly legalized population.

At the Office of Management and Budget's (OMB) insistence, Federal financial responsibility was capped at $4 billion over the life of the SLIAG program. As a "guarantee" to states for each of four years (FY 1988-1991), IRCA included a permanent appropriation of $1 billion a year. Under this program, states are permitted to carry over unexpended SLIAG funds through FY 1994.

CONCERNS OF PROGRAM

"Sadly, Hispanic Americans are especially undereducated," President Bush said in 1989 when he formed the Presidential Task Force on Hispanic Education.

The FY 1990 and 1991 Labor-HHS-Education Appropriations Acts shifted $1.4 billion in SLIAG appropriations from FY 1990 and 1991 into FY 1992. The President's FY 1992 Budget proposes to rescind the entire $1.1 billion in FY 1992 SLIAG funds. The Administration contends that SLIAG outlays have been so low that states' unexpended SLIAG balances from prior years are "sufficient to carry out the Federal government's commitment of offsetting some of the costs which have resulted from the legalization of aliens previously residing in the U.S." This ignores three important facts:

1) Reporting data, i.e., documenting accurate numbers being served, has been slow to reveal the true level of demand and expenditures as they have been reported to the states.

2) An increase in numbers seeking these services is expected as the newly legalized population becomes more knowledgeable about and comfortable with the American educational system;

3) Outreach programs must be given a chance to work.

It is imperative to continue developing a solid service delivery base for those eligible services which are provided now and for which documentation has shown a critical need for the future.

For newly legalized persons, SLIAG offers access to educational opportunities which include English language and basic skill improvement, as well as citizenship training. This leads to the partaking of either vocational training and/or academic pursuits.

Of the legalized persons eligible for services, the great majority have unexpectedly low literacy levels. This makes the continuation of educational services a necessary investment in order to bring their abilities in line with the requirements for entry level into the workforce. A survey of the SLIAG population in California revealed that 86 percent tested below the literacy benchmark for the state welfare population. Further, one-third of the SLIAG eligible group are not literate in their own language.

In spite of educational shortcomings our newly legalized population, perhaps better than anyone, understands the need for educational advancements. Among educators, there is no question that newly legalized persons are agressively accessing these services. The California Community colleges report a 50-60 percent retention rate of those students who initially enrolled to complete their "Forty-hour" permanent residency requirement but who continue beyond the minimum requirement of 40 hours. The experience in New York has been similar; they also report a 60 percent retention rate in continuing education. Consequently, the newly legalized person remains a viable student within our educational institutions, accessing educational services provided under SLIAG.

Denial of continued funding will only maintain the existence of this population as an underrepresented population in education, employment, and as recipients of health care benefits.

RECOMMENDATION

SLIAG dollars are currently being utilized for essential and necessary services: education and health. In the state of California, 1.7 million newly legalized persons will begin eligibility for citizenship in 1993. As the newly legalized person moves toward full citizenship, CCENC believes the Federal government must continue its commitment to this distinctive population that is definitely, and obviously, very much in need of education and health services.

It is especially important to note that the current recession being felt in our states, plus the possibility of reduced or no SLIAG funding, will have a double if not a triple whammy on this population. Due to reduced employment opportunities, and the fact that an AFL-CIO survey indicates that 25% of the newly legalized population is dislocated every 18 months, the newly legalized persons are: first, finding themselves unemployed. Then, in their attempt to improve their English language and basic skills proficiencies for new job opportunities, they will find that due to insufficient state resources and insufficient federal SLIAG funding, a situation which will create further restrictions in the availability of classes, access to these necessary classes will be impossible.

EXPECTATIONS OF CONTINUED SLIAG FUNDING

Congress must recognize that the ability to continue to educate this population will mean increased worker productivity, as well as increased job opportunities, and thus continued economic growth for the states. In California, this newly legalized population represents 12% of the workforce. To halt continued SLIAG funding will not only result in a drastic cut in services to this newly legalized population within the states but it will also seriously impede the preparation and development of a significant portion of the workforce. In turn, continuing education of our newly legalized population will mean less dependency on public services, and future savings in tax dollars that are channeled to public services.

CCENC asks that careful consideration be given to this matter and that we keep the commitment to assistance by providing the 1.1 billion in SLIAG funds previously appropriated to this program. This decision is not only sound today but will prove itself astute in years to come.

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CCENC CALENDAR

MAY 13	CCENC Presentation to Assembly Education and Health Subcommittees Sacramento
MAY 17	CCENC Board of Directors Meeting Cerritos College
MAY 20	CCENC Issues Discussion: Citizenship Centers, Continued SLIAG Funding Los Angeles
MAY 30	CCENC Employment Training Panel Presentation Fresno
JUNE 6-7	CCENC Board of Directors Retreat, Serra Center Malibu
JUNE 14	CCENC Presentation to Congressional Education and Labor Committee Re: Higher Education Act Reauthorization Bay Area
JUNE 27-29	NALEO Conference Anaheim

G.E.D. BRIDGE PROGRAM FOR NEW CALIFORNIANS
Compton Community College

The Division of ESL/Foreign Languages at Compton Community College hit the ground running when they received the "ability to benefit" mandates. In an effort to be proactive, the division, in conjunction with Compton's Adult School, developed the G.E.D. BRIDGE PROGRAM FOR NEW CALIFORNIANS. The impact has been tremendous! On March 11, Bell, peer house peer counselor, Matilde Zapien had 1,200 students signed up to take the G.E.D. College tutors Laura Rueles, Jose Luis Reisa, and Adolfo Quintero volunteered to give G.E.D. preparation workshops. Marta Hernandez, CCC's California Student Opportunity and Access representative, focused on tutoring students in math. ESL instructor Elena Sanckel is tutoring students after their evening classes.

With the cooperation of Compton's Adult School, 600 students will have been tested by May 30. Presently, of the 80 who have taken the G.E.D., 84% have passed.

Norma Parker, ESL instructor, is busy organizing a cap and gown reception to be held at the end of June. According to Loretta Bailes, Division Chair, "the team effort has been wonderful, and students want to take the G.E.D. not just because of the "ability to benefit," but because having a United States high school equivalency diploma is a credential recognized as a key to employment and advanced educational opportunities."

Loretta M. Canett Bailes

PROJECT ADELANTE: VOCATIONAL EDUCATION GRANT
Long Beach City College

Long Beach City College is the recipient of a grant award of $62,500 from the Vocational Education Unit of California Community Colleges with the goal of providing improved job opportunities for the post-amnesty population as well as providing skilled employees for the local petrochemical and automotive industry. This Project represents the commitment of Long Beach City College's Amnesty Program to meet the continuing educational and economic needs of this population "beyond Amnesty."

Under the direction of Rose Campos Dosta, Project Adelante will provide career counseling and employment orientations as well as linkages and partnerships with the petrochemical and automotive industry which will provide coordinated vocational education training programs for the post amnesty population.

TRANSITIONAL SERVICES
Rio Hondo College

Transitional Services Interim Director Martha Carreon and her staff at Rio Hondo College will be hosting the third meeting of their newly formed Bilingual Professionals Network on Friday, May 17. The previous two programs have been extremely well attended and informative. The topics have included immigration laws, transcript evaluation procedures, and licensing and credentialing for various career choices in the United States. The theme for this meeting will be "Programas en Existencia." The group consists of lawyers, doctors, teachers, engineers, architects, nurses, accountants, etc. from a variety of foreign countries. The professionals are taking ESL classes but at the same time receive specific information to meet their employment needs.

The concept of ESL parenting classes is also being piloted at Rio Hondo College by Transitional Services Office. These unique classes involve teaching students ESL while introducing parenting skills as topics. At the same time, their children, ages 3-5, receive bilingual instruction from a child development specialist at the same sites. Furthermore, at various times throughout the week, the adults join the children in activities geared to parallel the topics discussed by the ESL instructor. To date, the project has been quite successful and enjoyed by all participants.

As an end of the year celebration, a pot-luck gathering is being planned by Rio Hondo College for its amnesty students and faculty. "This gives our students a sense of family," stated Martha, "and encourages them in their quest for academic achievement."

Martha Carreon

OFF CAMPUS ESL CLASSES
West Los Angeles College

The West Los Angeles College Amnesty Program has expanded this semester to include three new off campus sites for beginning level ESL classes in the community. These classes serve students who are unable to attend classes at the main campus. The new sites are at public elementary schools, and the students are parents of the children who attend those schools. Each new class is filled to capacity.

Diane McBride

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CCENC POSITION PAPER

EDUCATIONAL ACCESS: IS THE DOOR CLOSING FOR LATINOS?

Latino adults desiring to pursue an education are faced with a growing number of barriers.

Probably at no other time in United States history has the right of educational access for Latinos been more seriously threatened than today. Already faced with one of the highest junior and senior high school drop-out rates of all the underrepresented groups, Latinos, in California, are in grave danger of being systematically locked out of post-secondary education. This action, if allowed to continue, will most certainly reverse any social, economic and educational progress this historically discriminated against group has accomplished thus far.

Apart from the inability of our society to stem the rising tide of student drop-out, Latinos desiring to pursue an education as adults are faced with a growing number of barriers. Collectively, these barriers represent a return to the shameful level of educational access that existed before the historic Civil Rights Act of 1964. Access is being attacked at all fronts: from the admissions process to the financial aid office and on to the classroom. The purpose of this paper is to provide an overview of the barriers and the need for public and political action to overcome these barriers.

THE ISSUES: DROPOUTS

According to a study released in January of this year by the American Council on Education (ACE), the Ninth Annual Status Report on Minorities in Higher Education, Latinos, from enrollment in preschool to attainment of graduate degrees, are "grossly under-represented at every rung of the educational ladder". The article goes on to say that by many measures of academic achievement, Latinos continue to lose ground.

The study points out that from 1984 to 1989, the most recent year for which data is available, the rate for Latinos completing high school dropped from 60.1% to 55.9%. By contrast, the high school completion rate for African Americans rose slightly during that period — from 74.7% to 76.1%. Though the Anglo completion rate dipped slightly, down to 82.1% in 1989, it was still significantly higher than either of the two minority groups. In California, where Latinos represent 33% of all public school students in grades kindergarten through twelfth grade, the numbers are even more dramatic when one looks at the high school completion rate.

In 1989, the high school completion rate for all California students was 67.3%. For Latinos, it was 53.7% and for African Americans 53.5%. In Los Angeles, which has one of the largest school districts in the nation, the high school completion rate for 1989 was 43.7% for all students; for Latinos it was 35.7%, while, for African Americans, the rate was 41.6%.

ADMISSIONS

In the fall of 1990, Congress passed the Student Loan Default Prevention Initiative Act of the Omnibus Budget Reconciliation Act of 1990. Intended by Congress to prevent the large default in federal student loans, the law requires that any person seeking admission to a community college must have a high school diploma or its equivalent. Those without it must pass a federally approved examination prior to enrollment. According to California Community Colleges Chancellor's Office, this could effectively bar over 100,000 new students from a public education.

Although this discriminatory act was to go into effect on January 1, 1991, the Chancellor's office was successful in arguing due process in the U.S. District Court of San Francisco and was granted a temporary injunction until June 30, 1991. Meanwhile, legislators and educators are working hard to have all or part of the law repealed. For California, this law represents a serious, misguided attack on a longstanding tenet of the community college: its "open door" policy. Before this damaging law, to attend a California community college, one had to be a high school graduate or be at least 18 years old. For many, this "open door" policy means a second chance to pursue a post-secondary education. Without this policy, little hope of continuing up the educational ladder can be expected.

The most irrational aspect of the law is that by requiring an entrance examination of all non-diploma students, it unfairly punishes those who may not have any desire to receive financial aid. How would barring non-participating students from admission reduce the skyrocketing student loan default rate? After all, this is the intent of the law, isn't it? This law, unfortunately, presents many such questions as to the wisdom and fairness of its enactment. Take for example, the question of why data has not been made public that supports the correlation between non-high school graduates and student loan default.

And, what is wrong with the California Community College Matriculation Act that mandates a process for incoming students which includes outreach, orientation, assessment, academic and financial counseling, certificate and/or degree attainment and transfer components? Possibly, at no other time in community colleges' history, has a student's progress through a college been more closely monitored and accountable.

FINANCIAL AID

Granted, if a person cannot gain entry into college, the matter of financial aid is of little consequence. However, many currently enrolled needy students may find themselves with little or no financial aid in the near future.

Current federal legislation states that any school, public or private, participating in the student loan program can be barred if its loan default rate is above 35%. According to the U.S. Department of Education, in 1988, trade and vocational schools had the highest default rates with an average of 26.9%. By contrast, public and private four year schools had a rate of approximately 6%. There is talk of lowering the cut-off to 25%.

Statewide, data shows that private vocational schools receive 22% of all loans but are responsible for 44% of the total defaults. To be fair, the loan participation rate should be noted when considering the loan default percentage rate.

It should also be noted that at California community colleges a small percentage of the students access financial aid while at the vocational schools almost 100% of the students participate. Furthermore, for community college students, a good portion of that aid goes directly to the student to pay for the many personal expenses (books, supplies, transportation, etc.) incurred. Meanwhile, stu-

(continued on page 8)

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CALIFORNIA SENATE BUDGET AND FISCAL REVIEW COMMITTEE TESTIMONY

ZERO DOLLAR IMPACT ON AMNESTY EDUCATION PROGRAMS AT THE COMMUNITY COLLEGE LEVEL 1991/1992

In the last 2 1/2 years Long Beach City College has served over 6700 Amnesty students within our beginning level English As A Second Language program. Statewide, it is expected that community colleges will serve over 300,000 Amnesty students by the end of 1992. The student with us today is that student who is continuing beyond the legally required 40 hours of instruction, and who is very much interested in pursuing an education.

Initial CASAS evaluation of our students at Long Beach City College, provided the following statistics, which also are congruous with statewide statistics:

- 66% are Hispanic
- 66% have a 6 5 median grade education
- 1/3 function minimally, if at all, in English
- Median income of $5.45 per hour

It is clear that the number of Amnesty students has had its greatest impact within the ESL and Basic Skills program. However, there is also no doubt that they are transitioning into mainstream academic classes, as evidenced by Los Angeles Community College District's recent identification of over 4000 Amnesty students enrolled in ESL, Basic Skills and other general education courses beyond the 40 hour requirement.

The Amnesty students are, no doubt, a very large population of students with serious educational needs. However, in spite of their educational handicaps, what we find is a population that, because of their new legal status, are willing and eager to pursue their education in hopes of improving themselves both socially, but especially, economically. The fact is that the Amnesty students, who traditionally would have been seen as the underrepresented within the college, have in fact proven themselves to be highly represented in terms of sheer numbers being served, the high retention rates they have established within ESL and Basic Skills programs, and the numbers transitioning to academic and vocational programs.

AMNESTY PROGRAM SUPPORT SERVICES

The educational success achieved thus far by the Amnesty student is in large part due to the model bilingual student support services that are currently provided under SLIAG funding. These Amnesty Program services include:

CAMPUS SUPPORT

a) Assessment, registration and placement of the student in appropriate classes;
b) Instructor orientations and in service training;
c) Establishment of ESL/Amnesty instructor resource library;
d) SLIAG support for instructional and classroom facilities costs.

STUDENT SUPPORT

In addition to the issuance of certificates of "Satisfactory Pursuit" for application to permanent residency, the student support services also include:

a) Academic, Career, and Vocational counseling;
b) Student books and registration at no cost to student;
c) Free Associated Student Body membership cards, which provide additional student services access;
d) Student bus transportation discounts;
e) Student orientations to mainstream campus programs and services;
f) Provision of student information and transitional services to facilitate the mainstreaming of this predominantly Spanish speaking student.

As with many other community colleges, at Long Beach City College the Amnesty Education Office was the first office on campus to offer bilingual services to its 21% Hispanic population, which is largely monolingual in Spanish upon initial enrollment. These bilingual services, which were unquestionably needed, have filled a great void and are largely responsible for the success of the Amnesty students and program.

It is important to note that the Amnesty Education Programs have given the colleges the capability to recruit large numbers of these newly legalized immigrant students into our programs, as well as to provide the campus and the student support services necessary for the successful transitioning and mainstreaming of this population.

CONSEQUENCES OF LIMITED FUNDING

The consequences of a significantly reduced level of SLIAG and/or state funding for Amnesty Education in the community colleges will certainly mean the categorical demise of instructional classes and Amnesty support services.

As it is, the community colleges that provide Amnesty Education services are currently operating over their state funding levels, which means they are providing services to students for which they are never reimbursed. Because of campuses operating over their enrollment caps, and because of state budget cuts, our campuses are already reducing classes. At Long Beach City College, for example, the ESL Department offerings have been reduced by 50% for the Summer session. Therefore, without appropriate SLIAG funding levels for next year, campuses will be further forced to close Amnesty Education Programs, which include the very classes this population is enrolled in. As a result, without continued SLIAG funding, even more class offerings will be reduced, and support services fully eliminated. This means the end of much needed educational resources for the continuing growth and improvement of the tens of thousands of Amnesty students on our campuses.

RECOMMENDATION

While efforts in the state and across the nation are being made to increase Hispanic student recruitment and retention, we in California can be proud that our Amnesty Education programs have tackled this problem and are experiencing significant success with this population, which, as I have said, has long been considered extremely underrepresented in our community colleges. In fact, what SLIAG funding has allowed us to do thus far, is to establish the Amnesty student population as a highly visible and viable student group in the community colleges. Unfortunately, there is no question that, with little or no dollar resources, the progress achieved thus far by the Amnesty student could tragically come to a halt.

Since the Amnesty population represents 1.7 million people in the state of California and 12% of the state workforce, the educational needs of this burgeoning population must be given priority in order to circumvent what could eventually result in added state expenditures toward public assistance programs, such as our much more expensive GAIN programs, because we failed to take preventive and proactive measures at this point in time.

Therefore, in the deliberation of the allocation of SLIAG funds for next year, we must make an intelligent and responsible decision that will provide for the educational services as described, and which, in the long term, will yield the best return from our investment of SLIAG dollars, for the state of California – its residents and its economy.

Testimony to the California Senate Budget and Fiscal Review Committee, February 14, 1991.
*Presenter: **Rose Campos Dosta,** Amnesty Program Director, Long Beach City College*

CCENC ACCOMPLISHMENTS 1988-1991

PROGRAM ADMINISTRATION

Developed a comprehensive IR course credit and non-credit ESL and Citizenship curriculum for amnesty education programs which was approved by the California Department of Education.

Developed a series of English for Citizenship literacy textbooks consisting of literacy, beginning, and intermediate levels based on the California Department of Education approved amnesty curriculum.

Provided technical assistance to CCENC colleges for the development and implementation of amnesty programs.

Awarded Technical Assistance Grant by State Chancellor's Office to develop Spanish literacy curriculum for basic skill classes for amnesty program use at the community college level.

Provided technical assistance to community colleges for the expansion of approved classes under SLIAG funding.

Developed computer Bulletin Board System for efficient communication amongst CCENC members.

Participated in statewide Worksite Literacy, Citizenship task forces.

Provided testimony on Student Access issues.

LEGISLATION/ADVOCACY

Provided leadership and input in the development of state budget control language for SLIAG funding in 1988-89, 1989-90, 1990-91.

Advocated for a board based coalition effort for the passage of Senate Bill 1 (Torres) and Senate Bill 106 (Torres) which guaranteed additional funds for state amnesty programs.

Provided input to the California Department of Education to establish streamlined Comprehensive Adult Student Assessment System (CASAS) data collection and student classification procedures.

Achieved state approval for the use of the community college accounting procedures (WSCH) for amnesty credit classes.

Developed a coalition of community college Board of Trustee members and Chief Executive Officers to promote the development of beyond amnesty educational services for eligible legalized aliens, the New Californians.

Gained Board of Governors support to seek continued SLIAG funding at federal level.

EDUCATIONAL PARTNERSHIPS FOR NEW CALIFORNIANS

Established a partnership with AFL-CIO national and local training offices for the development of workplace literacy partnership training projects in California.

Developed a federal grant proposal to implement the first workplace literacy training project in partnership with the AFL-CIO and Vons Companies Inc.

Established liaison with Riordan Foundation for future development of bilingual literacy training labs.

Established liaison with IBM to facilitate development of software for development of learning centers and literacy labs.

OUTREACH

Co-sponsored Amnesty Application Fairs with the Catholic Charities, LULAC, and CHIRLA at six community college campuses.

Implemented an advertising student recruitment campaign that included weekly half page ads in "La Opinion" spanish language newspaper.

Developed two Public Service Announcements with Actor Edward James Olmos for recruitment of amnesty students.

Awarded a Technical Assistance Grant from the State Chancellor's Office for development of multimedia recruitment/orientation systems for use by community colleges in the recruitment and mainstreaming of amnesty students.

COMMUNITY COLLEGE EDUCATORS OF NEW CALIFORNIANS (CCENC)

HISTORY: In May 1988, a consortium was organized of member community colleges, represented by its respective Amnesty Program Directors, which formally became known as Southern California Community College Amnesty Network (SCCCAN). SCCCAN's intent and mission has been to facilitate the educational needs of the amnesty applicant. In light of the amnesty applicant's newly transitioned status from Temporary Resident to Permanent Resident, several changes in relation to the organization of SCCCAN have taken place.

FORMATION: On August 2 and 3, 1990, the SCCCAN membership met at Serra Center in Malibu, to discuss and implement the transition of amnesty educational services to "beyond amnesty" educational services. It was decided to change the organizational name from Southern California Community College Amnesty Network to Community College Educators of New Californians.

GOVERNANCE: Basic policy is developed by a Board of Directors composed of program directors from each member college. Policy recommendations are first discussed with the Executive Committee. Policy shall be executed through the Executive Directors.

A Board of Advisors composed of Chief Executive Officers and Chief Instructional Officers shall meet with the Board of Directors on a scheduled basis to provide direction and support. The chairperson of the Board of Advisors is Dr. Jack Fujimoto, President, Los Angeles Mission College.

COMMUNITY COLLEGE EDUCATORS OF NEW CALIFORNIANS MEMBERSHIP APPLICATION

Name _____ Date _____

Title _____

College _____

Address _____

City _____ Zip _____

Bus. Phone (_____) _____ Res. Phone (_____) _____

SUBMIT PAYMENT TO: Enrique Gonzales, CCENC
Checks payable to CCENC) Amnesty Program
Los Angeles Mission College
1212 San Fernando Road
San Fernando, CA 91340

MEMBERSHIP CATEGORY AND DUES AMOUNT: Each member college pays for CCENC operations according to the following schedule. Please select appropriate membership category and indicate amount enclosed.

Amnesty Enrollment	Amount
☐ 0-200	$500
☐ 201-500	1000
☐ 501-1000	2000
☐ 1001-2000	3000
☐ 2001+	5000

Dues Amount Enclosed _____

EDUCATIONAL ACCESS
Continued from page 5

dents at private vocational schools must turn over almost all of their aid to the school for tuition and little or no money is left for personal expenses.

Consequently, the argument that community colleges, at least in California, should be excluded from private vocational schools when the issues concern financial aid is valid and documentable. Why, at the federal and state levels, should community colleges be punished for the mismanagement and improprieties of vocational schools?

CONCLUSION

It is evident that the issues regarding the barriers to education overlap and, in some instances, conflict with each other. While it is true that they all deal with educational access, it is also true that they are separate and unique and must be dealt with individually. For example, one issue, the high school retention rate, requires innovative solutions because the traditional methods have not worked. Motivating students to complete their compulsory education must begin at the pre-school level and continue through high school. This task must be shared equally by students, parents, teachers, administrators, business and industry leaders and politicians because, if we fail, we all stand to lose and suffer.

The issue of community college admissions policies is closely tied to non-high school graduates. If the door is closed to them, where will these individuals get a second chance? Any attempt to bar students from pursuing an education is morally wrong and must be vehemently opposed by all of us. It is a known fact that, at all levels of the workplace and throughout our communities, non-high school graduates have earned post-secondary certificates and degrees and have gone on to lead successful, positive lives while contributing to our society as teachers, doctors, lawyers, civic and business leaders and in many other professional roles.

Finally, the issue of financial aid is of prime importance once a student is admitted to a college or when a prospective student is considering further education. Technically, if a student is prohibited from applying for, or deemed ineligible for, financial aid, for all intents and purposes this student is being barred from pursuing a post-secondary education. If we allow any of these educational access barriers to exist, then we, the educational and business communities as well as society as a whole, will all suffer the negative consequences of these barriers for decades to come.

CCENC OUTREACH VIDEO NEARING COMPLETION

CCENC, in conjunction with Rancho Santiago College, is producing a Spanish Language Amnesty Outreach video under the direction of Transitional Services at Rio Hondo College. The video is nearing completion and will soon be available to the public. Edward Olmos has graciously donated his time to appear in this video which has been made possible through an initial grant of $10,000 from the Chancellor's Office. A matching grant of $10,000 was given by Rancho Santiago College with additional contributions from Southwest College and Cerritos College. Various representatives from amnesty programs have served on an advisory committee to provide further guidance and assistance.

This Outreach video not only introduces the newly legalized immigrants to the California Community College system but it is designed to motivate prospective students to further their education beyond the 40 hour IRCA requirement using Community Colleges as a means to reach their educational goals. Student support services, such as financial aid and child care facilities, are also included in the presentation.

Recognizing that, unfortunately, so often students become discouraged academically if they do not have a clear picture or at least some vision of additional resources, this video will give the New Californian the needed knowledge to access community college academic, vocational, and student support services programs.

For more information regarding the CCENC Outreach video, please contact Martha Carreon, Interim Director of Transitional Services, Rio Hondo College, (213) 908-3447.

Martha Carreon, Rio Hondo
Kenny Gomez, Rancho Santiago

SAEED ALI
Continued from page 1

Saeed's leadership will be sorely missed by all who have had the good fortune to work closely with him, as well as by the thousands of students who have benefited from his understanding of and his commitment to their needs.

Community College Educators of New Californians

CCENC Executive Director
Rose Compos Scotti
Long Beach City College
1305 E. Pacific Coast Hwy.
Long Beach, CA 90806

Jose O. Gutierrez
Glendale College
1500 N. Verdugo Road
Glendale, CA 91208

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Mr. MILLER. Patricia.

Ms. HURLEY. My name is Pat Hurley. I am the Director of Financial Aid and Career Programs at the College of Marin. As a resident of Richmond, I thank you for your interest in education. I am here on behalf of the California Community College Student Financial Aid Administrators Association.

As said before, student enrollment at the California community colleges is over 1.5 million and growing, constituting 65 percent of the post-secondary students in California and about 40 percent of the community college students nationally.

The majority of the students we serve are minorities, single parents, recipients of public assistance, and new immigrants. Because of these populations, we are concerned about access to higher education, the availability of student aid funds, and a fairer process for both students and institutions.

As was already stated, last November the "ability to benefit" regulations were interpreted by the Department of Education to apply to all institutions and required all students who did not hold a high school diploma or GED certificate to pass certain tests before they could be admitted to a school.

Following a lawsuit filed by the Chancellor, congressional action was sought, and this provision was rewritten for H.R. 1285 to apply only to students receiving additional aid.

The community colleges much appreciate Congressman Miller's efforts in our behalf on this issue and recommend that the full intent of H.R. 907, the Miller bill on Ability to Benefit, be pursued to eliminate intrusive testing requirements.

Every California community college is required to implement a matriculation process providing supportive counseling and remedial academic services if needed to all students. We recommend that our matriculation process be deemed separable to meet the "ability to benefit" testing requirement.

We believe it is our responsibility to help students get into school, not to devise ways to keep them out.

As I have discussed, community colleges enroll the neediest segments of the college population, but thousands are not able to be helped because of lack of funding.

It has been estimated that the total unmet needs of community college students in the State of California who apply for financial aid is in the hundreds of millions of dollars. This lack of funds prevents students from attending college on a full-time basis. Approximately 75 percent of all California community college students work 30 hours or more per week while attending class. While we do not expect to be able to fully fund all of our students, community colleges desperately need a more equitable share of SEOG and college work study funds.

The U.S. Department of Education figures from 1987 to 1988 show that community college enrolled almost 40 percent of all students nationally, but received only 13 percent of the total Federal dollars in campus-based programs. Private colleges enrolled only 17 percent of all students but received 41 percent of the funds. This occurs because the current funding formula measures need based on cost, without separately factoring in the number of low income students served.

Institutions with high tuitions benefit under this formula. If the State of California were to discontinue subsidizing its public colleges and universities at the current level and charge students tuitions comparable to those of other States, I believe the tremendous increase in demand for student aid funds in California would have an unprecedented impact on the national budget and on Title IV programs.

A funding formula should be devised into account numbers of low income students in addition to the aggregate need of students and does not penalize those States willing to subsidize higher education.

We recommend that given that funds are limited and that access and choice are national educational goals, dollars should be directed first to ensure the right of access to higher education for all.

Financial aid officers at community colleges are very concerned about the number of our students who borrow student loans and our institutional default rates. However, we cannot offer an alternative to our students. Since public institutions cannot increase tuition at will, as private institutions do, we are unable to generate tuition revenue to provide additional financial aid assistance and must rely more heavily on Federal and State funding for our students.

We strongly support the proposals to increase Pell grants in the first 2 years of college as a way of eliminating the loan burden on students who will have the most difficulty paying it back. Providing increased grant funds and decreasing the need for loans will help us to control our default rates.

Many of the community colleges have voluntarily withdrawn from the supplemental loan program rather than face a default rate increase. Given the punitive nature of the default regulation, many of us would like to withdraw from Stafford loans. However, due to our lack of alternative resources for students, many students would be unable to stay in school, and we would find ourselves in a Catch-22. We are either jeopardizing the students or the institution.

All the default problem has been laid on the doorstep of the colleges; the entire system must be looked at. The student loan program has become an overly complex system supporting a variety of businesses whose main interest does not always appear to be assisting students.

During the past several years, the Title IV programs have been used as a vehicle to enforcing regulations for several Federal agencies. Before a student can receive Title IV funds, the financial aid office must certify or document that the student is registered with selective service, has not violated drug laws, and is properly registered with immigration and naturalization service.

During the years that these regulations have been in effect, despite the pride financial aid administrators may take in the opportunity to play cop for four major Federal agencies, we have seen no evidence that a sufficient number of violations have occurred to justify the paperwork and delay in delivery of funds to students that are caused by these requirements.

In conclusion, while Federal regulations attempt to make our institutions more selective and structured in the name of account-

ability, we believe it is our responsibility to extend our doors and serve underserved populations, such as new immigrants and students on public welfare programs. This country is better served both economically and socially by providing the disadvantaged with a means to become productive members of their communities.

Student reliance on loans to finance the education must be curtailed. Students who do borrow student loans are not served by the complexity of the current administrative boondoggle of the loan programs.

Simplification and monitoring of the repayment process are needed. In the development of regulations, the essential differences of profit making and nonprofit making institutions, graduate and undergraduate and other segments must be recognized. The attempt to comply with laws and regulations that don't fit results in costly administrative burden, even for institutions that are not part of the problem.

We look forward to a process where all parties work together to channel limited funds into the best possible programs for our students, our educational systems and the higher goals of our society.

Thank you.

[The prepared statement of Patricia Hurley follows:]

CCCSFAAA

California Community College Student Financial Aid Administrators Association

1990-91 Executive Board

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Director of Financial Aid and Veterans Services
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TESTIMONY PRESENTED TO:
Congressman George Miller
Subcommittee of Postsecondary Education
Committee on Education and Labor
U.S. House of Representatives

BY:
Patricia Hurley
Director of Financial Aid & Career Programs
College of Marin

on behalf of:
California Community College Student Financial Aid Administrators Association

June 14, 1991
Diablo Valley College
Pleasant Hill, CA

Congressman Miller and other members of the panel:

My name is Patricia Hurley Jensen. I am currently the Director of Financial Aid & Career Programs for the College of Marin and am a resident of Richmond, California. I am here on behalf of the California Community College Student Financial Aid Administrators Association, otherwise known as CCCSFAAA. Our organization has been in existence for over twenty years and represents financial aid administrators at California's 107 community colleges, including my own institution and the Contra Costa Community College District colleges. Because of the populations we serve, we are concerned about access to higher education, the availability of student aid funds and a fairer process for both students and institutions.

Student enrollment at the California community colleges is over 1.5 million and growing, constituting 65% of the post-secondary students in California and about 40% of all community college students nationally. The majority of the students we serve are minorities, single parents, recipients of public assistance and new immigrants. Over 60,000 of our students are documented AFDC or SSI recipients who are returning to school to learn skills that will allow them to become financially self-sufficient and support their families without government assistance. Most are re-entry students returning to school to earn the certificate or college degree they were unable to get when they were what is considered to be "college age". The average age of students at most of our campuses is about 27 to 28 years of age. At Contra Costa College the average independent student is 30 years old. These are the needy student populations that the Title IV programs were designed to serve. We appreciate the opportunity to represent these students here today and discuss our views of how the Federal Title IV programs can best serve their needs. I would like to highlight some of the major issues we in the community colleges would like to see addressed during the Reauthorization process.

ACCESS

During my 22 years as a financial aid administrator, it has been my understanding that the federal student aid programs were established to eliminate financial barriers and provide access and choice for disadvantaged students seeking a higher education: Access, so that the neediest students will have the opportunity to enter the higher education system and Choice, so that students can select a college on the basis of their academic ability rather than their financial background. However, as costs at institutions have risen, particularly at private institutions, and substantial amounts of federal dollars have shifted to the for-profit

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vocational school sector, there is increasing doubt that both of these ideals can be financed. At the community college level, access is being eroded by Ability to Benefit regulations and insufficient student aid.

Ability to Benefit:
As you are well aware, last November the Ability to Benefit regulations were interpreted by the Department of Education to apply to all institutions, and required all students who did not hold a high school diploma or GED (Graduate Equivalency Diploma) certificate to pass certain tests before they could be admitted to a school. This interpretation directly contradicted the open enrollment policy of the California community colleges. Following a law suit filed by the Chancellor, Congressional action was sought and this provision was rewritten through HR1285 to apply only to students receiving federal funds.

However, we ask if there is sufficient data supporting the position that lack of a high school diploma inhibits academic success. During the past year 6% of the students who applied to the College of Marin indicated that they had no high school diploma or GED and, the same percentage (6%) persisted to the end of the semester. Consistently, 7% of this year's graduates indicated no high school diploma or GED certificate on their original admissions application. Since, based on these figures, the ratio of "Ability to Benefit" students does not seem to fluctuate greatly between admission and graduation, our conclusion is that "Ability to Benefit" students are at least as successful at our institution as students who have earned a high school diploma or GED certificate. We request more in-depth studies of the success rate of these students and, if our figures are typical, a reconsideration of the need for Ability to Benefit regulations.

We now have a restriction that these students must pass an independently administered test approved by the Secretary before they can receive financial aid. The Secretary of Education has named approximately 25 tests from which we must choose, but we have not been informed of the criteria applied to selection of these instruments. Under state law, the California Community Colleges Chancellor's Office has reviewed hundreds of tests available for student assessment purposes and has approved six for college use based on the application of strict criteria, including validation for lack of cultural bias. None of the federally approved tests passed the state review process. Therefore, students seeking Title IV aid for this Fall term will have to be tested for advisement and placement purposes, and then be tested again to qualify for financial aid. By positioning such barriers between students and the educational process we are denying assistance to the students who may need it the most. Many of these students are single parents or

recent refugees who may not have had a chance to complete high school due to mitigating circumstances. Some of these students may have greater difficulty passing a test without the remedial or language assistance that community colleges are prepared to provide, but without financial aid these students will be unable to attend school and obtain that help. We believe that it is our responsibility to help them get into school, not devise ways to keep them out!

RECOMMENDATION:
We very much appreciate Congressman Miller's efforts on our behalf on this issue and recommend that the full intent of HR907, the Miller Bill on Ability to Benefit, be pursued to eliminate intrusive testing requirements. Every California community college is required to implement a Matriculation process providing supportive counseling and remedial academic services, if needed, to all students. We recommend that our Matriculation process be deemed acceptable to meet the Ability to Benefit testing requirement.

Inadequate Funding:
As I have discussed, community colleges enroll the neediest segments of the college population. This is demonstrated even at my own campuses located in Marin County, one of the wealthiest counties in the nation. Of the 1,300 students who applied for financial aid during the past year, 51% have such low income they have a Pell Grant Index of 0 and qualify for maximum assistance. Of the 1,100 students who received some type of assistance, 66% are AFDC or SSI recipients, or have family incomes that do not exceed an income scale on which the income ceiling for a family of four is $17,000. At Contra Costa College, the typical dependent student comes from a family whose income is $15,345 and whose total net worth is less than $17,500.

On a statewide basis, over 200,000 students, or only 13%, of all California community college students receive some type of financial assistance. Thousands of others are eligible, but are not able to be helped because of an impacted delivery system and lack of funds. It has been estimated that the total unmet need of our students who apply for financial aid is in the hundreds of millions of dollars. Glendale College alone has estimated an unmet student need of over $9,000,000. From all combined sources, the College of Marin provides a approximately $2 million in student aid, about 30% of the calculated need of the applicants. In 1989-1990, Contra Costa College awarded students approximately $1.8 million from all sources, of which 67% was from Title IV programs. An additional $5.5 million would have been required to meet the total calculated need of all students who applied.

While general figures are not available, many financial aid directors know that this lack of funds prevents students from attending college on a full-time basis, especially students who must pay for child care in order to attend class. In fact, approximately 75% of all California community college students work 30 hours or more per week while attending classes.

While we do not expect to be able to fully fund all of our students, community colleges desperately need a more equitable share of SEOG (Supplemental Educational Opportunity Grant) and CWS (College Work-Study) funds. The U.S. Department of Education figures from 1987-88 show that community colleges enrolled almost 40% of all students nationally, but received only 13% of the total dollars in the campus-based programs while private colleges enrolling only 17% of all students were allocated 41% of the funds. During 1988-89, as segments, the independent institutions and community colleges each received 23% of the total campus-based funds available to California institutions. However, the independent colleges enrolled only 6% of the state's student population while the community colleges accounted for 65% of all enrollments. This discrepancy occurs because the current funding formula measures need based on cost without separately factoring in the number of low income students served. Institutions with high tuitions benefit under the current formula. Some people have recommended eliminating the conditional guarantee, which maintains current funding levels for institutions, and allowing institutions to re-establish their funding levels. Since the formula remains cost-driven, it is estimated that California public colleges would lose millions of dollars in student aid funds under this scheme, while high-cost institutions and other states would gain. In a strange way, California is penalized for placing a high priority on accessible higher education. If the State of California were to discontinue subsidizing its public colleges and universities at the current level and charge students tuitions comparable to those of other states, the tremendous increase in demand for student aid funds in California would have an unprecedented impact on the Title IV programs.

RECOMMENDATION:
We recommend that, given that funds are limited and that access and choice are national educational goals, dollars should be directed first to ensure the right of access to higher education for all before funding the privilege of choice. A funding formula should be devised that takes into account numbers of low-income students in addition to the aggregate need of students and does not penalize those states willing to subsidize higher education.

5

STUDENT LOAN ISSUES

Loan/Grant Imbalance:
Financial aid officers at community colleges are very concerned about the number of our students who borrow student loans and our institutional default rates. Given the characteristics of the majority of our students, we do our best to discourage borrowing. We know that many of them already have families and high expenses and will have difficulty repaying federal loans. However, we cannot offer an alternative. The maximum Pell Grant for a student at a community college is approximately $700 per semester. If the student has pre-school children and must pay child care to attend classes, she will receive about $1000 per semester. While this covers books and fees, it does not begin to address living costs. Since public institutions cannot increase tuition at will, particularly in California, we cannot generate tuition revenue to provide additional financial aid assistance and must rely more heavily on federal and state funding for our students. We strongly support the proposals to increase grant availability to students in the first two years of college as a way of eliminating the loan burden on the students who will have the most difficulty repaying it.

RECOMMENDATION:
We recommend that Pell Grant funds be increased as an alternative to federal loans to students in the first two years of college.

Default:
Providing increased grant funds and decreasing the need for loans, will help us to control our default rates. Many of the community colleges have voluntarily withdrawn from the Supplemental Loan programs rather than face a default rate increase. Given the punitive nature of the default regulations, many of us would also like to withdraw from the Stafford loan program. However, due to our lack of alternative resources for students, many students would be unable to stay in school and we find ourselves in a "catch 22" situation.

Although the default problem has been laid at the doorstep of the colleges, the entire system must be looked at. Once the student's loan is approved by a lender, it may be sold immediately or when the student reaches repayment status. If the student borrows more than one loan, they could each be with a different servicer. At times the servicer or secondary market will sell the paper to yet another collection agency. During this time it is not unusual for it to take months for the student to receive a bill. Once the student is notified, he/she may already be close to default, confused and frustrated. The student loan program has become an overly complex system supporting a variety of

businesses whose main interest does not always appear to be assisting students.

The combination of students who are unable to pay, students who get lost in the system and those who just refuse to repay results in above average default rates. According to the new regulations, 16 of our colleges appear to have a default rate over 35% for three consecutive years and will be disqualified from the loan programs. Although the regulation allows an appeal, the disqualification is effective while the appeal is being heard and does not seem to provide reasonable due process. In the event a college is reinstated because of mitigating circumstances or erroneous data, some students may already have had to drop out of school because loan funds were unavailable while the school was in an ineligibility status. We request that due process procedures be required of the Secretary in the enforcement of the default regulations.

RECOMMENDATION:
We recommend simplification of the administration of the repayment process and regulation of loan servicers and collection agencies to provide a system more concerned about the welfare of the student and the integrity of the program. We also recommend reasonable due process provisions for institutions terminated from programs due to high default rates.

FEDERAL ENCROACHMENT

During the past several years, the Title IV programs have been used as the vehicle to enforce regulations for several federal agencies. The Selective Service registration regulation applies to all males within a certain age range and immigration regulations apply to all non-citizens, yet of all the students on our campuses, it is only those who apply for financial aid who must be monitored. Before a student can receive Title IV funds, the Financial Aid Office must certify or document that the student is registered with Selective Service, has not violated drug laws and is properly registered with the Immigration & Naturalization Service. If the student is not cleared with Selective Service or Immigration, the institution or the student must provide documentation to update the agency's records. Aside from the inappropriateness of a college financial aid office providing copies of INS forms back to INS to update INS records and the added administrative workload for the financial aid office, these regulations are discriminatory because they apply only to needy students seeking financial aid. During the years that these regulations have been in effect, despite the pride financial aid administrators may take in having the opportunity to play "cop" for four major federal agencies all at the same time, we have seen no

evidence that a sufficient number of violations have occurred to justify the paperwork and delay in delivery of funds to students caused by these requirements.

RECOMMENDATION:
We recommend that Title IV and its accompanying regulations be restricted to the administration of the Title IV programs and not attempt to prescribe institutional programs or enforce unrelated social policies. These are the province of law enforcement and other administrative bodies.

RECOGNITION OF SEGMENTAL DIFFERENCES

Many of the recent laws and regulations, such as Ability To Benefit testing, Track Record Disclosure requirements and the NPRM addressing the definition of the credit hour, were intended by Congress and the Department of Education to correct abuses in the for-profit segment of higher education institutions. However, since there is no provision in law for directing a regulation to a specific type of institution, they are applied across the board to all schools. Even though the regulations were intended to address policies and practices which do not occur in other segments, all were required to comply with the burdensome regulations. This is like keeping the whole class after school because a few kids broke the rules.

RECOMMENDATION:
We contend that the difference in mission and administrative structure between profit-making institutions and non-profit institutions provide the basis for targeting some regulations appropriately. We recommend building stricter controls on abusive institutions into the provisions of the Higher Education Act and providing the means for the Secretary to differentiate between non-profit and profit-making institutions in the regulatory process.

CONCLUSION

In conclusion, the Community colleges in California are one of the last avenues of access to higher education for our neediest students. This mission has gone unrecognized at the federal level. While federal regulations attempt to make our institutions more selective and structured in the name of accountability, we believe that it is our responsibility to extend our doors to serve underprivileged populations, such as new immigrants and students on public welfare programs. This country is better served both economically and socially by providing the disadvantaged with the means to become productive members of their communities.

In order to provide this opportunity for the low income, additional funding is needed in the form of grants. Student reliance on loans to finance education must be curtailed. Students who do borrow student loans are not served by the complexity of the current administrative boondoggle of the loan programs. Simplification and monitoring of the repayment process are needed.

Finally, the regulatory process has become a punitive, shotgun approach to curtail abuses and reduce costs rather than a means to rationally improve programs. In the development of regulations, the essential differences of profit-making and noh-profit institutions, graduate and undergraduate and other segments must be recognized. Some regulations just do not fit within the philosophy and structure of every type of institution. The attempt to comply with laws and regulations that "don't fit" results in a costly administrative burden, even for institutions that are not part of the problem the regulation is attempting to cure. We would like to see the spirit of partnership established between the institutions and the Department of Education. Programs such as the "Quality Control Project" should be expanded to all institutions. We look forward to a process where all parties work together to channel limited funds into the best possible programs for our students, our educational systems and the higher goals of our society.

I thank you for the opportunity to participate in this process and would be happy to answer any questions.

CCCSFAAA Reauthorization Recommendations

Prepared by CCCSFAAA Federal Issues Committee

Drafted November 19, 1990
Revised April 10, 1991
Revised May 31, 1991

A. DEPENDENCY STATUS:

1. Change cut-off age to 23 years of age.
Comment: This would begin independency at the year after most students graduate from undergraduate schools and is, therefore, consistent with the current automatic independency status for graduate students who are dependent only if their parents plan to claim them as a tax exemption in the current year

2. Eliminate the language "prior to the first year of aid" in defining the years that students must earn at least $4000.
Comment: This is a technical correction to clean up the retroactivity of these criteria

3. Eliminate the "orphan/ward of court" criteria in favor of professional judgement.
Comment: Since students are not current wards of the court because they are over 18, this category is often a professional judgement decision in practice

4. Revise "student with dependent" to "student with a child for which the student provides at least 50% of support".
Comment: The current language on the application confuses some students and they indicate that they have dependents when they really don't creating processing delays for corrections. Other dependents can be considered on a professional judgement basis

5. Eliminate the dislocated worker, displaced homemaker and simple need analysis categories in favor of professional judgement.

B. DELIVERY SYSTEM

1. Revise #30.a.on the FAF/SAAC form which asks students to check a box if they wish to be considered for federal student aid and provide automatic transmission of data from the MDE application to Pell Processing for all students indicating an undergraduate status. This item should be revised to be checked only by those students NOT wanting to apply for Pell Grant.
Comment: Many students miss this item on the SAAC and are forced to reapply for Pell

2. Eliminate verification for any student indicating receipt of AFDC funds.
Comment: These students have already been certified eligible for public funds on the basis of income.

3. Eliminate all application fees for student financial aid.

4. Single need analysis for all programs.

5. Retain professional judgement in need analysis.

6. Target funding to students with the lowest income rather than the highest need.
Comment: Need is relative to costs and the institutions with the highest budgets would receive the most funds.

7. Provide more grant and CWS money for 1st and 2nd year students to decrease need for loans.
Comment: Many public institutions have no options for funding students other than federal funds. The small amount of available federal grant is not sufficient to cover expenses and students are forced to take out student loans, even when in vocational programs for careers with limited earning potential.

8. Treat all Veterans Benefits the same.
Comment: The current system of counting differing percentages of the various VA Chapter programs is confusing and leads to numerous need analysis errors.

C. LOAN DEFAULTS:

1. Redistribute grant funds to low-income students to decrease dependency on loans for those students in the first two years of undergraduate study.
Comment: The distribution formulas that provide funds to the highest need students often neglect the lowest income students attending low-cost institutions. These are the students federal programs were originally intended to assist. More recognition of the lowest income student, regardless of the cost of the institution is needed.

2. Recognize that there are problems specific to each segment.
Comment: The current philosophy of treating all types of institutions equally has resulted in chaos and tremendous administrative burdens in all institutions when the Department of Education has attempted to cure abuses at proprietary institutions. If there is a problem in a certain segment - define it and address it as it pertains to that segment.

3. Increase grants to 1st and 2nd year students to replace loans.

4. Provide an institutional administrative allowance for loans.
Comment: The administrative burden of processing loans at the schools increases with every new regulation. It is almost impossible to comply with each and every requirement without large staffing increases that institutions are unable to fund.

5. Allow the institution to set policies regarding eligible borrowers.
Comment: Although current regulation allows the FAO to deny a loan on an individual basis, the ability to establish a policy, such as, no loans to first year students, would increase the institution's ability to reduce defaults.

6. Require disclosure information (graduation and placement rates) only from institutions that make job placement claims for marketing purposes.
Comment: Students attend college for a variety of reasons. If they attend an institution to gain a skill that the institution claims will help them obtain a job, that should be proven under truth in advertising provisions. However, other educational outcomes are much more difficult to assess and are equally valuable incentives for some students to attend college. Current disclosure requirements and those under consideration as a result of SB580, place a value on education that may be different from that of the institution and may force changes in the institutional goals and in the very definition of an "educated person".

7. Reflect students who are paying on defaulted loans in the default rate.
Comment: This would encourage institutions to increase efforts to find student defaulters and reward those who assist students into repayment status. It would also provide a more accurate picture of actual funds outstanding.

8. Regulate and monitor loan servicing agencies.
Comment: Collection agencies often are overly bureaucratic and make unreasonable demands on students. Many students go into default because they are never billed, do not know who has their loan or become frustrated dealing with an unfriendly collection agency that they are unable to reach on the telephone. Many are too large and unable to function effectively and others maintain a punitive rather than helpful demeanor. A frustrated or angry student is less likely to repay the loan.

D. FEDERAL ENCROACHMENT ON INSTITUTIONS:

1. Intrusions of public policy should not be allowed to interfere with the mission of the student aid system or pre-empt state and local control.
Comment: During the past year we have experienced federal regulations that were in conflict with the state provisions regulating state institutions. The current ABT regulations are an excellent example of a federal regulation that is in conflict with California's concept of access in its community colleges.

2. National data base checks should be used in a way that will not interfere with the student's right to timely and equitable treatment.
Comment: The current requirement that male students not in the Selective Service data base must receive verification from Selective Service that they did not fraudulently avoid SS registration, an impossible thing for Selective Service to determine, creates lengthy delays in the institution's ability to process funds for a significant number of students.

4

E. ABILITY TO BENEFIT

1. Regulations should recognize segmental differences.
Comments: Not all types of institutions are alike, that is why we identify different groups as segments. It should be recognized that these differences in mission, philosophy and structure are significant enough to make implementing sweeping regulations cumbersome, ineffective and costly. Problems that are predominant to one particular type of institution should be addressed with that one group of institutions.

2. Fully franchise Ability To Benefit students in institutions that matriculate their students under a program of placement, testing, assistance, counseling and follow-up.
Comment: Current regulations make an assumption that students who have not completed secondary education cannot be successful students and citizens. This is a discriminatory policy and penalizes students who wish to re-enter school after years of working or raising a family. Is it within the scope of the Dept. of Education to determine who can be educated, even if it were possible to do so?

F. PROFESSIONAL JUDGEMENT

Continue and expand professional judgements provisions in all areas of financial aid administration.
As the programs, the eligibility requirements and the need analysis processes become more regulated and complex, an increasing number of students "fall through the cracks" because they do not meet the codified criteria and are unable to participate in the higher education system. These students are truly needy and should not be excluded from the benefits of the programs.

G. PACKAGING

Retain institutional ability to set packaging policies.
Comment: Any attempt by the Department to set a standard packaging policy cannot take into account institutional differences in funding resources, expenses and program.

H. PELL/SEOG GRANT PROGRAMS

1. Retain Pell and SEOG as separate programs.
Comment: The current system guarantees eligible students of funding while allowing the institution the ability to meet individual needs with the campus-based funds.

2. Keep SEOG as a resource for lowest income students.

3. Make Pell an entitlement program.
Comment: The Pell program is already an entitlement program in philosophy and practice.

4. Eliminate the matching requirement for SEOG.
Comment: Currently this is a paper match only and, in most institutions does not represent any increase in actual funding. A more definitive match requirement would not be possible for many public institutions that are facing severe budget cutbacks and would eliminate those institutions from the programs. Many of these institutions serve the neediest populations for which the program was intended.

5

I. COMMUNITY SERVICE

1. Provide loan cancellation as a benefit for participation.

2. Allow flexibility that recognizes older students.
Recognize child care needs and housing needs of older students. These students are often more mature and experienced and have a great deal to offer to this type of program if allowed to participate.

3. Structure program to supplement, rather than supplant, existing programs

Respectfully submitted by the California Community College Student Financial Aid Administrators Association.

Mrs. UNSOELD. Thank you very much.

Dr. Kipp?

Mr. KIPP. It is a pleasure to be here today.

I am Sam Kipp, Executive Director of the California Student Aid Commission, and I am pleased to be able to speak to you on specific issues of access and affordability facing California students and institutions in the 1990s.

The Student Aid Commission acts as the State's designated guarantor for the Federal student loan program as well as administering the State's grant programs and a number of other programs which promote access to the State system of higher education.

Much attention is focused on the need for fundamental change in the student loan programs. Student Aid Commission guarantees over $1 billion in new loans to California students every year, and that amount is likely to increase sharply next year because of major increases in college costs in response to the severe State budget crisis.

At the request of Chairman Ford and Representative Coleman, the Commission staff submitted extensive authorization proposals to your committee which seek major changes in program eligibility, including institutional operation, front-loading of grants, and greater assistance for middle income students. These proposals are designed to provide access to quality education and restore program integrity in the student loan programs.

Today, however, I would like to take the opportunity to speak to you about other current programs that serve California students exceedingly well, programs that are not only deserving of greater Federal support, but also which might provide models for the rest of the country. These are the State student incentive grant program, the assumption program of loans for education, and the California student opportunity and access program.

California receives the largest share of Federal funds in the $62 million SSIG program, currently about $9.8 million. These funds are used directly to match State grant funding for the State's neediest students.

The average annual income of California recipients of SSIG funding is less than $12,000. The Student Aid Commission currently has 124,000 needy eligible applicants for the 33,000 new awards it has to offer. The 3.5 GPA cut-off that forced us to deny awards to a great many needy and capable Californians was the direct result of California's unprecedented budget crisis.

At this time any loss of Federal funding to the State grant recipients would have a devastating impact. There have been proposals which would redirect Federal funding in the SSIG program to as yet undefined efforts at early outreach and other teacher training.

While these goals for the program are commendable, they must not come at the expense of serving the State's neediest students. Any change which broadens the goals of the SSIG program must recognize and continue the funding for the original purpose of that program which was the leveraged State grant dollars into Federal matching funds.

The SSIG program has proven to be an extremely successful Federal-State partnership whose ease of administration and ability to provide needy students with essential grant support is unmatched.

The Student Aid Commission endorses and supports those proposals which would build on the strengths of the existing program and use the flexibility inherent in it to promote other Federal goals in higher education, but I believe that abandoning the present successful program to achieve such purposes would deny thousands of needy Californian students access to higher education.

The Student Aid Commission currently administers the State funding loan assumption program for future teachers who agree to teach in designated subject shortage fields or in low income areas of need. This program, while somewhat complex for us to administer, has proven to be extremely successful in attracting and training teachers within these areas of need and could provide a model for a Federal program which seeks to provide incentives to enter and remain in the teaching profession.

Currently, over 90 percent of the recipients of this APLE program teach for the full 3 years in which a portion of their loans are forgiven. This retention rate is substantially greater than the average rate of retention, particularly in areas of great need.

The APLE program has succeeded where others have failed because it has certain critical program requirements which ensure both a high level of operation and retention.

First, all recipients are required to teach prior to having any portion of the loans assumed by the program. Second, a great range of loan indebtedness, including Federal, State, and even institutional indebtedness, is eligible for loan assumption by this program. Third, recipients are not eligible for participation until they have been accepted in a recognized teacher credential program, which usually begins about their junior year. Finally, the program divides the awards among those who teach in critical subject shortage areas and those who teach in areas of geographic need, those school districts and schools with large numbers of low income students.

All of these components have contributed to a level of program success unprecedented in any teacher incentive program of which we are aware. There have been proposals for such programs at the Federal level, but due to a lack of resources and the poor experience with the national direct student loan forgiveness program, no effective Federal program currently exists in this area.

The APLE program provides a successful model that could serve to showcase an extremely cost-effective national effort at training and retraining teachers to serve in areas of need. It could also serve as a model for a loan forgiveness program designed to encourage entry into community service jobs or other areas of high national import.

In this, the most ethnically diverse State, the Student Aid Commission is committed to improving access to post-secondary education for California's low income and minority students. The Commission now administers the program of regional consortia which conduct outreach projects. These so-called Cal-SOAP projects operate at the local level, with matching funds and actively involved high schools, post-secondary institutions, and now middle schools in a cooperative effort to provide information about post-secondary opportunities, including information on financial aid availability to low income and ethnically underrepresented students, while rais-

ing their academic achievement levels through peer tutoring and counseling.

To achieve these ends, Cal-SOAP projects provide a variety of individual and group information sessions, college visits, and direct academic support services to both middle school and high school students. The six Cal-SOAP projects plan to serve about 28,000 secondary and in some cases community college students and their parents during 1991 to 1992. It is a shame they don't have the resources to serve many, many more.

The coordination of early outreach information must focus on both academic requirements and the financial options that are available to make attending college a real possibility. Our experience has been that only by focusing on both kinds of information and assistance at an early point do you have a realistic chance of motivating underrepresented students to prepare for post-secondary education. This does not mean sitting down and calculating the impact amount or type of aid that a student may be eligible to receive based on their current circumstances. Instead, it simply requires a great level of assurance that the monies they will need will be there from a variety of sources when they need them so that post-secondary education and full participation in American society can be a realistic part of their adult lives.

Cal-SOAP has proven to be both cost-effective and successful in achieving its goals. As I say, it may be a model worth emulating nationally. It is clear that given the current budget crisis in this and some other States that more national or Federal resources will be necessary, not only in the major Federal financial aid programs but also in these innovative State programs which are struggling to achieve their full potential for lack of adequate funding.

Poised as it is on the eastern shore of the Pacific Rim, California is at a major crossroads. For nearly a decade the State enjoyed extraordinary economic and population growth in spite of its continued underinvestment in essential infrastructure and education. This pattern of neglect cannot continue if California and the Nation hope to preserve their positions of world leadership.

Major social, demographic and economic force as currently are reshaping the State and, in fact, the Nation. Our future can either be one characterized by an open society filled with opportunity, justice and hope, or a two-tiered society of haves and have nots, frozen by despair and resentment and paralyzed by fear.

If we are to maintain our historic commitment and attain the promise of educational opportunity, we must stop treating funding for financial aid and education as an onerous experience and recognize it as an essential investment in our students and our Nation's future.

Thank you.

[The prepared statement of Samuel Kipp follows:]

Testimony Before the House Postsecondary Education Subcommittee on the Reauthorization of the Higher Education Act

By Dr. Samuel M. Kipp, III

PLEASANT HILL, CA
June 14, 1991

I am Sam Kipp, Executive Director of the California Student Aid Commission and I am pleased to be able to speak to you today on specific issues of access and affordability facing California students and institutions in the 1990's. The Student Aid Commission acts as the state's designated guarantor for the Federal Student Loan programs as well as administering the state's Grant programs and a number of other programs which promote access to the state's system of higher education.

Much attention has been focused on the need for fundamental change in the student loan programs. The Student Aid Commission guarantees over $1 billion in loans to California students every year. At the request of Chairman Ford and Representative Coleman, Commission staff have submitted extensive reauthorization proposals to your Committee, which seek major changes in program eligibility including institutional participation, front-loading of grants, and assistance for middle-income students. These proposals are designed to provide access to quality education and restore program integrity in the student loan programs.

Today, however, I would like to take the opportunity to speak to you about programs that serve California students exceedingly well. Programs that are not only deserving of greater federal support, but also may provide models for the rest of the country. These are the State Student Incentive Grant program (SSIG), the Assumption Program of Loans for Education (AFLE), and the California Opportunity and Access Program (Cal-SOAP).

SSIG Program

California receives the largest share of federal funds in the SSIG program, currently about $9.8 million. These funds are used to directly match state grant funding for the state's neediest students. The average annual family income for recipients of SSIG funding is less than $12,000. The Student

Aid Commission currently has 124,000 needy, eligible applicants for the 33,000 new awards it has to offer. At a time when California faces an unprecedented budget crisis, any loss of federal funding to the state's grant recipients would have a devastating impact.

There have been proposals which would redirect federal funding in this program to as yet undefined efforts at early outreach and/or teacher training. While these goals for the program are commendable, they must not come at the expense of serving the state's neediest students. Any change which broadens the goals of the SSIG program must recognize and continue the funding for the original purpose of the program which was to leverage state grant dollars through federal matching funds. The SSIG program has proven to be an extremely successful federal/state partnership whose ease of administration and ability to provide needy students with essential grant support is unmatched in other federal programs.

The Student Aid Commission endorses and supports those proposals which would build upon the strengths of the existing program and use the flexibility inherent in the SSIG program to promote other federal goals in higher education, but I believe that abandoning the present successful program to achieve such purposes would deny thousands of needy California students access to higher education.

APLE Program

The Student Aid Commission currently administers a state funded loan assumption program for future teachers who agree to teach in designated subject shortage or low-income areas of need. This program, while somewhat complex in its administration, has proven to be extremely successful in attracting and retaining teachers within these areas of need and could provide a model for a federal program which seeks to provide incentives to enter and remain in the teaching profession.

Currently, over 90 percent of the recipients of APLE awards teach for the full three years in which a portion of their loan indebtedness is forgiven. This retention rate is substantially greater than the average rate of retention, particularly in areas of great need. The APLE program has succeeded where others have failed because it has critical program requirements which ensure both a high level of participation and retention. First, all recipients are required to teach prior to having a portion of their loans assumed by the program. Second, a great range of loan indebtedness, including federal,

state and even institutional indebtedness, is eligible for loan assumption within the program. Third, recipients are not eligible for participation until they have been accepted into a recognized teacher credentialing program. Finally, the program divides the awards among those who teach in critical subject shortage areas and those who teach in areas of geographic need.

All of these components have contributed to a level of program success unprecedented in any teacher incentive programs of which we are aware. There have been proposals for such programs at the federal level, but due to a lack of resources and poor experience with the National Direct Student Loan (NDSL) forgiveness program, no effective federal program currently exists in this area. The APLE program provides a successful model which could provide the structure for an extremely cost effective national effort at training and retaining teachers to serve in critical areas of need.

Cal-SOAP Program

In this the most ethnically divers mainland state, the Student Aid Commission is committed to improving access to postsecondary education for California's low-income and minority students. The Commission now administers the program of regional consortia which conduct outreach projects. These Cal-SOAP projects operate at the local level and actively involve high schools, postsecondary institutions and now middle schools in a cooperative effort to provide information about postsecondary opportunities, including information on financial aid availability, to low-income and ethnically underrepresented students while raising academic achievement levels through peer tutoring and counseling. To achieve these ends, Cal-SOAP projects provide a variety of individual and group information sessions, college visits, and direct academic support services to both middle school and high school students. The six Cal-SOAP projects plan to serve some 28,000 secondary (grades 7-12) and, in some cases, community college students and their parents during 1991-92.

The coordination of early outreach information must focus on both academic requirements and the financial options that are available to make attending college a real possibility. Our experience has been that only by focusing on both kinds of information and assistance at an early point do you have a realistic change to motivate underrepresented students to prepare for postsecondary education. This does not mean sitting down and calculating the amount and type of aid for which a student might be eligible based on the student's current circumstances. Instead it simply requires a greater level of assurance that the monies they will need will be there from a variety of sources when they need them so that postsecondary education and full participation in American society can be a realistic part of their adult lives. Cal-SOAP has proven to be both cost effective and successful in achieving its goals. It may well be a model worth emulating nationally.

Mr. MILLER. Thank you.

A couple of questions here.

First of all, Bill, let me ask you a question and others may want to respond to it from the other systems. You said in your statement that during the upcoming reauthorization process it is essential that the Congress renew the national investment in an educated populous.

Listening to what Gene Ross said and Assemblyman Campbell, it sounds like we are kind of caught in a downward spiral here, as education, as support monies are reduced for the various systems, and in California the community college, the State college university system, that system is less able each and every semester to offer all of the students what they need to get, quote, a timely education.

Let's assume a 4 year period in undergraduate work, as a result of that, students need additional financial support to hang in to the educational system longer so that they can get the units that are required to graduate, so we expand the student loan program and grant program at the Federal level, the State government reduces support for education, so rather than getting 15 units this semester of my 18 units, I am only able to get 12 units, so now I am down three units, so I have got to pick that up in summer school, but I have got to work in summer school so I can go back in the fall, and you start to see this turmoil that we start to create for families and the young people engaged in trying to get an education.

We used to think the community college system would relieve that because you would live at home and, therefore, you could kind of get that, but now what you are telling us is that even at the community college level there is this stretch out that Bob Campbell talked about taking place across the entire system, and so it is not just that the tuition per semester is going up, you are going to have to spend more semesters and time in that quest to get the degree.

Is that a fairly accurate portrayal of what is taking place here?

Mr. FRAZER. Let me comment on that.

First of all, you recognize in your own experience the importance in California of the master plan and for three segments of higher public education and interrelation between the whole system is not healthy unless all parts of it are healthy, but the questions you were raising and that Bob Campbell raised have been treated differently by the three systems. The impact is different.

Let me tell you what I mean.

The phenomenon you were mentioning of the State support leading to a stretch out in degree time I believe will not happen in the University of California, but it will very likely happen in the other systems. That is for them to say.

When we faced the painful choices, we had to deal with a shortfall of $300 million on a $2 billion budget. We chose among all the painful solutions a fee increase that was higher than the CSU system has. We elected that. We were not going to have the phenomenon you mentioned happen, and that we were not going to decrease quality in any way.

The price we have had to pay is the higher fees, and as I told you, I concentrated on that in my remarks because we have had to find ways to mitigate the effect of the fee increase to see that that does not limit access.

But the effect you mentioned is much more the one that is happening in the other two segments. With painful choices, you do it one way or the other.

Mr. MILLER. I appreciate what you are saying, but that is not what students and parents who have their young people enrolled in UC are telling me, either. Because of higher fees, students are working so they are taking fewer units. Maybe this is all anecdotal and this isn't reflected in your records, or they are not able to get the classes they want, so they have to come back the next semester.

I appreciate that you have also set up a fund to offset fees for the neediest, but I am not talking about just the neediest. I am talking about the wide range of student population that is attending, and when I go out here into my community, I am hammered away at this because people had an old notion that their young children were going to go to school and in 4 years they would get their degree, and all of a sudden, wham—maybe they just wanted the kids out of the house and the heck with it, but——

Mr. FRAZER. There has been some lengthening of time for the degree, but not as much as is commonly stated. The average time to obtain a degree, average—there are people taking 5 years and 6 years, but the average time is still 4.3 years in the University of California.

Now, I think the effect of the fee increase will lead some students to have to work more, and that will have a deleterious effect. We won't have any statistics on that until next year. In recent years, we haven't seen a lengthening in the time to degree.

Mr. MILLER. Gene?

Mr. ROSS. Dr. Frazer's comments, you know, are well taken by us in the community college system. These are one of the things we worry about when the University of California, who we are very proud of sending students to, and we just want to keep places open for our students. Thank you, Dr. Frazer, if you can remember that.

Mr. FRAZER. It is very important.

Mr. ROSS. We expect to receive more of their potential students because they want to and they need to keep up their quality, and I understand that.

I went there myself. I managed to graduate in 4.3 years exactly. They would like us, we are hearing, to take up more of the remedial courses.

Mr. MILLER. So there is a population shift taking place?

Mr. ROSS. So we need to pick up their load. The students say we are going to come here, we are going to be taking some more—we will be working, providing we can make the classrooms available when they are not working, that they will take some of those requirements here before they go to the University of California or the CSU system. It is close to home.

Mr. MILLER. Let me interrupt you there. That is fine. That is the way the system was somewhat designed, and it has changed back and forth over the life of the system, but when you talk about 4.3 years, are you talking about a student that enters the UC system as a freshman?

Mr. FRAZER. Yes.

Mr. MILLER. So that student that transfers in may end up still spending 5 years or longer because they have spent time at the community college where they have been working part time to try to pay for that education. Not that this is all bad necessarily, but I just think it has got to be reflected when we look at the policy of how long loans and grants and so forth are available, so there is a shifting of a population from UC to CSU or to the community college, so you may be getting more UC students that don't show up in 4.3 years.

Mr. ROSS. Right. They will either start later or they may drop out and come back here and then reenter the university system. The impact is very difficult for us to try to quantify.

I do want to commend Ms. Hurley from Marin College on her comment on one way to measure the expense on a national basis would be if we raised our tuition levels to comparable levels in other States and to see the drain or the extra funds that would require from your grants, it would then measure what the State is picking up and giving the State itself some credit for picking up some of the national debt or deficit in the educational area.

Mr. MILLER. Mr. Quintanar?

Mr. QUINTANAR. For a long time for the immigrant student population, a 2 year degree has become a misnomer because they spend at least a year to 2 years on building up their second language skills in order to enter into the courses they need to take in order for the degree bearing courses, so this has been going on for a long, long time.

I was an EOPS for 6 years, and that was the situation with the EOPS population, and part of the problem is that they use up some of their financial aid as a result of extending their time in the community college, so when they go to the university they are getting less financial aid.

Mr. KIPP. Congressman, beyond the impact that inadequate aid has in terms of the length of time to obtain a degree, this is another kind of Catch-22 in the aid system where if you have inadequate financial aid in a single year that prompts a student to have to work more to meet their college costs in that year, that income forced on them by inadequate aid becomes the base year income that goes to assess their financial eligibility in subsequent years. So the absence of sufficient aid that requires a student to stretch out their schedule and work more, then takes those earnings into consideration and essentially excludes them from aid in subsequent years. That is another problem that we are faced with that is quite significant proportions.

Ms. HURLEY. Students don't look like they used to, particularly at the community college. The average age of our students is 27, and I got some figures from Contra Costa College, the average age of their financial aid applicants is 30. We deal mostly with reentry mothers and AFDC who are trying to juggle kids and house and family in addition to going to school, plus maybe a part-time job under the table, other older students who are coming back and are working full time and trying to go to school, so it is really not the population that goes into a UC right out of high school, lives at home or has family support and makes it through in 4.3 years.

Ms. LINFIELD. I would agree.

The 18-year-old freshman who comes in and graduates in 4 years is definitely an endangered species. We don't see those kinds of students. We generally have average age at about 27. Our time to degree is between 6 and 7 years. It is for many of the reasons all folded together that you mentioned, the lack of financial aid, which makes it more difficult to purchase that education, the State budget crisis which makes class offerings fewer and far between, which causes students to lengthen their time of study, and because they can't purchase an education they are working part time and also, again, all these things combined cause to take students a longer time to graduate.

Mr. MILLER. Jolene?

Mrs. UNSOELD. I don't have specific questions, but I guess that the sum total of the presentations that have been made today trigger some rather violent emotions in me.

Mr. MILLER. Control yourself, Jolene. We are speaking about the B-2 from the home of Boeing.

Mrs. UNSOELD. I think you, Dr. Kipp, commented about the pattern of neglect, and I think all told we are focused on higher education and the access, particularly by working Americans. I think we have to keep in mind the total picture of the neglect that has taken place in this country and the failure because of the pressures on families, on our social structure, the lack of readiness for the 5-year-olds who show up at the first stage in this whole topic that we call education. We have got to think of it as really starting at child birth, if not even prior to that, but the pattern of neglect in how do we turn this around.

I guess I am just growing enraged because we have a President who has been able to mobilize this country to focus its energies and attention on the gulf and to bring about a kind of unity and a desire for that. Why can't that same President go before the American public and say, hey, education is of paramount importance to this country, and it is time that those in the highest tax bracket pay their share so that working America can get some benefit from the taxes they have been paying into the system? That kind of leadership isn't there. Instead, we are getting a proposal for higher education that we assist fewer students at a higher level, but fewer students so that we don't put anymore total money into it, and it is wrong.

Thank you for your help today.

Mr. MILLER. I think this panel is really at the core of the issue that concerns me with respect to this issue, and that is that almost in an invisible fashion the increasing or I guess the educational opportunity has become more and more expensive for a whole host of reasons, whether you use your financial aid to become English proficient or whether you have to work more hours and whether that work works against you or because we deny the necessary support systems for the institutions that they then deny you the opportunities, so you have to borrow more money to get that opportunity, but this isn't unique to California, but as Jolene pointed out, we have determined for the purpose of the nightly news that education is a very important issue in this country, except that at every level of Government that is responsible for education, they are cut-

ting it. It doesn't matter what level of Government you look at, we are cutting the total national resources available for education.

I think it is also an interesting phenomena to note that when we believed that a high school education was essential to young people in this country, we made that high school education available. We now recognize that it is essential that young people get advanced education, technical or intellectual, however you want to characterize that education, but at the same time we throw up all of these barriers.

These are the same children that we gave a free education to, if you want to use that term in the sense of fees, K through 12, but now we have decided that we are going to erect a whole series of barriers to these people when they show the initiative and the desire to get it, and somehow it seems to me that that is somewhat self-defeating as a Nation and a competitive State within that.

I really want to thank you because I think this panel made the point that I was hoping to make in terms of our debate in the full committee, and that is that these programs really have to reflect a new reality that is out there, as you point out.

When we came to this institution, they used to popularly say—that was 1963—that this was a high school with ash trays. Now the ash trays are gone and so are the high school students, but, in fact, now the age is 30, the average age is 30. It is full-time workers. It is reentry workers. It is displaced homemakers. It is young people who screwed up real bad the first time around trying to get a second chance, trying to stay in our economy, and that is a far different mission that we are having to finance as a State and as a Nation, and a number of those students are here simply out of survival because their job is changing, so they are trying to get new skills to stay in that economic system.

I mean, it is mandatory, in a way, for some of these people that they be here. Otherwise, they are going to be laid off or expendable.

Gene?

Mr. Ross. One more comment.

I am sorry to interrupt or to stretch this panel's time out.

Mr. MILLER. For a guy who called me at eight o'clock this morning and wanted to know if you were going to have to take the fifth amendment, you are a little brazen here, but go ahead.

Mr. Ross. Mrs. Unsoeld's comments just have reminded me of my days at the University of California when I took ROTC. I think one of the courses we took in ROTC was three units on how to be on the winning side. It had to do with basic national strategy for defense. One of the most important things in that theory was that an educated, active society or population, I think they called it, was a basic tool of defense and a necessity of defense, and we have to remember that, you know, as we go on apportioning the national budget, that that is defense, too, and it is in the books. I have a text book somewhere that I couldn't sell that probably has it in it.

Mr. MILLER. Thank you very much for your help.

Mr. MILLER. Our third panel is made up of Mr. Ken Rawlings, who is the Chief Executive Officer of the Otis Spunkmeyer, Inc., in San Leandro; Mr. Brian Murphy from the San Francisco State Uni-

versity, a great institution; and Ms. Mary Duffy from the San Francisco Conservation Corps.

Thank you for joining us. We will begin with you, Ken, and your formal statement, if you have one, is going to be made a part of the record, and you may proceed in the manner in which you desire.

STATEMENTS OF KEN RAWLINGS, CHIEF EXECUTIVE OFFICER, OTIS SPUNKMEYER, INC., SAN LEANDRO, CALIFORNIA, ACCOMPANIED BY LINDA RAWLINGS, PRESIDENT, OTIS SPUNKMEYER, INC., AND MERRILL CALLOW, PROGRAM DIRECTOR, STUDENT MOTIVATIONAL PROGRAM, OTIS SPUNKMEYER, INC.; BRIAN MURPHY, SAN FRANCISCO STATE UNIVERSITY, SAN FRANCISCO, CALIFORNIA; MARY DUFFY, SAN FRANCISCO CONSERVATION CORPS, SAN FRANCISCO, CALIFORNIA, ACCOMPANIED BY J. ANTHONY KLINE, PRESIDENT, BOARD OF DIRECTORS, SAN FRANCISCO CONSERVATION CORPS; AND JOHNICON GEORGE, CALIFORNIA CONSERVATION CORPS

Mr. RAWLINGS. First, I will introduce myself. I am Ken Rawlings. I am with my wife, Linda Rawlings. I am the Chairman. She is the President. We are the founders of Otis Spunkmeyer, Inc.

We are very disappointed that we are the only private sector representation here. We don't think it is because the private sector doesn't want to be involved. I think the private sector does. I think that, while I am not too deeply informed on this subject, I think that oftentimes the private sector is encouraged not to be involved or is encouraged not to get involved with the educational system by the educators. That is my personal opinion.

I talk from some experience because when we started our program, we were not greeted with open arms. So now I will tell you about the program.

In 1985, Linda and Merrill Callow, who is here today, the Director of our student motivational program, decided that we wanted to get involved in education, we wanted to get involved as a term you used, George, one time as a clear leader for students going into high school and going on to further education.

To make a long story short, we formed Otis Spunkmeyer student motivational program, and that program takes counselors who work with both students and parents and teachers and counselors at schools to help students through the tenth and eleventh grades of high school so that they will be prepared to go into college or into vocational training with a good background.

I have got some things I will read from, and then we will go on and have a discussion. I want to make sure we get everything out. The primary objective of the program is to help students in their academic and personal growth.

The program works with the schools and families to help the students reach their potential and achieve personal success. The students are selected as tenth graders by the program counselors with assistance from the high school counselors, and selection is based on the 70 percent rule. The 70 percent rule is we feel that the top 15 percent of the kids in school, they don't need any help. They are the ones who screw up the average. We can't help the 15 percent at the bottom. It is just that we aren't qualified and we are not capa-

ble—it is not something we can do. So we have taken the middle 70 percent, and we are trying to move that 70 percent closer to the top 15 percent, and I think we have been successful in doing that.

Students who have shown academic promise, participate in extra curricular activities or possess active social or personal traits are canvassed for the program. I might add, too, that we have some straight A students in the program, and we have some very bad students in the program, so this is a general statement about 70 percent.

Student groups of 10 meet once a month with program counselors and participate in activities and discussions that deal with the concerns of teenagers: Examples, communication skills, family and peer relationships, self awareness, career and educational planning, et cetera.

The students must attend these meetings in order to receive the full benefits of the program. All of the program counselors are on the Otis Spunkmeyer payroll and have masters degrees or Ph.D.'s in counseling.

Outside of facilitating the group meetings, the counselors also provide limited individual and family counseling and maintain a constant link with students via telephone calls or by attending schools or other activities.

The counselors give encouragement and act as role models for the students and parents. Although the program doesn't require students to go on to college, they are encouraged to pursue this option. The counselors help students go as far as they can in the educational process. The counselors believe that their ability to get work within the system is vital to the success of the program.

Probably the most unique aspect of the program and what sets it apart from other core programs supporting teenagers is the active and required involvement of parents and guardians. They participate in their own monthly meetings with the counselors to discuss the students' progress and other general topics of interest or concern to them.

Otis Spunkmeyer employees are also active in the student motivational program and volunteer their time and energy in helping the students in any way they can. Taking students to sporting events, discussing career goals or just being a friend are ways in which the employees have become involved as additional cheerleaders for the program.

The company publishes a quarterly newsletter, the Otis Notice, which provides news and views on the student motivational program. It is distributed to students and parents as well as the entire Otis Spunkmeyer staff nationwide.

Over the past 6 years, the program has grown from one part-time counselor, who was Merrill Callow, and eight students to one full-time director, which is Merrill Callow, nine part-time counselors with over 130 students participating. The students are now being selected from 27 high schools, primarily in the Bay area.

I have a list of the schools in Contra Costa County, College Park, Alhambra, Northgate, Acalanes, San Ramon, Monte Vista, Del Amigo and I guess Venture in California.

We received many requests from other businesses and political organizations asking for information on how to start a student mo-

tivational program. In addition, the area high schools are now asking to be included in the program, and the Otis Spunkmeyer student motivational program has received the full support of area guidance counselors and instructors. Not true when we tried to start this, by the way.

Each year after 1996 it is estimated that Otis Spunkmeyer will be offering financial aid to approximately 270 students who will be attending 4 year or 2 year colleges or advanced vocational schools. This will be in addition to the 100 ongoing students that are in our high school program. The cost per student depends on the level and amount of services provided.

Otis Spunkmeyer has estimated the annual cost per high school student to be $1,600. The average annual cost per student attending a post-high school institution should range between $600 and $1,500, thus an average cost per student over the maximum 7 year period, starting in the tenth grade and going through 4 years of college would be approximately $8,800 or about $1,250 per year.

The student motivation program, I might add, is completely funded by Otis Spunkmeyer. We do not take contributions. We are proud of the fact that 45 of the first 53 students in the program have graduated from high school and 37 have gone on to post-high school education.

That is pretty much the program. I would like to open it up to questions when we get around to that.

[The prepared statement of Ken Rawlings follows:]

THE COOKIE CONNECTION

Volume 1, Number 1 | A Publication of Otis Spunkmeyer, Inc. | Spring 1990

Muffin Madness at Otis Spunkmeyer

We've added to our rapidly growing line of gourmet frozen cookie dough by purchasing Sweet Happenings Corp. in Modesto, California-based manufacturer of premium muffins and bakery goods.

Founded in 1986 by Ted & Connie Vink, Sweet Happenings had established itself as a maker of muffins, brownies and snack cakes in and around the Bay Area prior to the acquisition. Currently generating $1.5 million in sales, Sweet Happenings is expected to reach the $10 million annual sales level by year-end, according to John Gross, national sales manager. "Because we have an already established distribution network, we anticipate quick growth in the muffin business," comments Gross.

The muffins are currently being test marketed in Sacramento and Fresno and will gradually be introduced to all of our distribution centers by the end of the year. Ken Rawlings, CEO, doesn't foresee any problems selling existing customers on the muffin product. "Sixty percent of our customers are in the market for muffins and baked goods," he says, and "It's a natural addition to our cookie business."

Production facilities have moved to our San Leandro, CA-based headquarters and additional equipment is being installed to boost production and efficiency.

Although it appears that the muffin business will be a huge success, it's not going to be without its problems. "Logistical problems may arise when we integrate the new products into our distribution centers. It might require some new equipment, larger storage space and bigger delivery trucks," comments Gross. "That's why we're slowly introducing the product. We'll be able to resolve any problems that may occur on a smaller scale before going national," he adds.

Each 4 oz. muffin offers a healthy and great tasting alternative to other sweet snacks and are wrapped in polypropylene film which allows a three to four week shelf life. Available in twelve varieties, the muffins can be purchased in bulk or individually wrapped. Also available are brownies, cakes and five varieties of munchkins.

Read & Enjoy

Welcome to the first edition of the Otis Spunkmeyer quarterly newsletter, *The Cookie Connection*. This is your newsletter and we want it to be a useful and up-to-date source of information for all our employees.

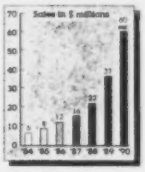
Write to us today if you have story suggestions, questions or concerns you would like addressed in upcoming issues.

The Cookie Connection
Otis Spunkmeyer, Inc.
14390 Catalina Street
San Leandro, CA 94577
Attn: Claire Hamdee

Spunkmeyer Stats

Otis Spunkmeyer, Inc.:

- has increased sales by approx. 570% since 1984
- has 400 employees nationwide; 500 by year end
- has 17 distribution centers; 14 more planned by year-end—3 in Canada
- has over 80 sales people
- also makes Sweet Happenings Muffins & Otis Spunkmeyer Bundts
- owns & operates a sheet metal and a plastics manufacturing company
- owns & operates Sentimental Journeys, a DC 3 tour plane



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News from headquarters

Helping Kids Help Themselves

by Ken Rawlings

Knowing that there were lots of salvageable kids out there in the community, falling through the cracks, prompted us to start and support the Otis Spunkmeyer Student Motivational Program. Our company program encourages and assists high school students who have been identified as having attendance and academic problems to remain in school and receive their diploma. We also provide financial aid to selected students who meet program goals and qualify for additional vocational training or academic higher education.

The Student Motivational Program was designed and is coordinated by a former Bay Area high school basketball coach, Merrill Callow. Callow, who has devoted the latter part of his career to full-time youth counselling, was my Piedmont High School basketball coach and prevented me from slipping through the cracks. He is now Otis Spunkmeyer's director of community affairs and has remained my life long friend.

The program includes personal counselling with emphasis on building self-esteem, regularly scheduled group meetings and activities, required parent or guardian participation, meetings with company employees for educational, career observation, and other activities that help further the development of the students.

Since it started as a pilot program in 1985-86, 70 East Bay high school students have participated in our program and the majority have shown gratifying improvement in their academic and social skills. In fact, we have a success story working right here in our San Leandro office. Monica Malouf completed the program with flying colors, is now gainfully employed and doing a great job for our company.

My wife, Linda and I are speaking to other Bay Area companies encouraging them to sponsor similar programs in local schools.

(News From Headquarters will be a regular feature written by Ken & Linda Rawlings, discussing the many endeavors, activities and special roles at Otis Spunkmeyer, Inc.)

Sales Person Of The Quarter

Joan Adkins is the Otis Spunkmeyer top sales person of the quarter based on her sales performance during the first bonus period ending March 30, 1990.

Based in the Hartford, CT distribution center, Joan has done especially well selling to hospitals and schools in that area.

Outside of being a tremendous sales person for Otis Spunkmeyer, Joan's interests lie in team sports, running and cycling. "To keep off the cookies." She resides in West Hartford with two roommates, a yellow lab and a Yankee who all love Otis Spunkmeyer Cookies.

Keep up the good work, Joan!

Otis Spunkmeyer Flying High

Starting April 1, 1990, our great tasting cookies will be offered in first class sections of American Airlines flights originating on the East and West Coasts.

Long distance flights from New York, Boston, Washington, Miami, Los Angeles, San Diego and San Francisco will feature various cookies on a rotating monthly basis, starting with: Oatmeal Raisin. All cookies will be baked fresh on board each flight.

A's Otis Spunkmeyer Teams Up With The World Champions

Otis Spunkmeyer has been selected by the Oakland Athletics Organization to sell cookies in the Oakland Coliseum — home of the world champion Oakland A's.

Starting opening day, April 9, the cookies will be sold from three locations in the Coliseum.

This may be a trend for future sales of Otis Spunkmeyer Cookies.

Convene In Carmel, CA

The 4th Annual Otis Spunkmeyer National Sales and Management Convention will be held in Carmel, CA on November 8-11. This year, over 70 of our top management and sales people will qualify for the trip.

Relax and enjoy the coastal beauty of Carmel, deep-sea fish, play golf on some of the most prestigious and challenging courses, sight see and shop in the charm of downtown Carmel and meet with fellow employees in a laid-back and comfortable environment.

Hope to see you there!

Otis Spunkmeyer Cookies

The Cookie Connection is a quarterly publication from Otis Spunkmeyer, Inc.

14300 Chrisman St., San Leandro, CA 94577
1-800-245-3456
(In California 1-800-824-8820)

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Welcome!

From Ken & Linda Rawlings, Otis Spunkmeyer, Inc.

Welcome to the first edition of the Student Motivational Program newsletter. This newsletter is especially for you, the students. We want to provide you with information on the program, as well as Otis Spunkmeyer—the company.

Otis Spunkmeyer employees will also receive this newsletter. It is important that they understand what the Student Motivational Program is and how it is benefiting so many people in the area.

When we, along with Merrill Callow, started the Student Motivational Program five years ago, we wanted to help students who had potential — students who really did want to lead successful lives. Since then, the program has experienced incredible growth. Currently, we have over 100 students, 150 parents and 8 part time counselors involved in the program.

The program is based on some very basic beliefs that we use in our daily business and personal lives. They are:

- choose people who want to be successful
- treat those people with respect
- give encouragement and support
- expect success
- give lots of positive reinforcement

We want the parents to know that this is also **their** newsletter. The success of this program is based on the parents' involvement, encouragement and support. This is definitely a group effort where everyone's input is important.

Please contact us with any comments or suggestions on how we can make this newsletter more useful for you.

[redacted]

Student Successes

Every year, several students in the program graduate from high school and are faced with many challenges and decisions regarding their future. The counselors encourage the students to unlock and fulfill their potential and they're doing just that! Read on:

Steve Menh Class of '88, Steve was in the first group of students to complete the Student Motivational Program. The program helped him become motivated in school and set goals for his future. Steve is currently attending Los Positas College with plans to continue on at a four-year college to study environmental sciences. "The program helped me see where I wanted to go with my life.", says Steve.

Nicole Iantuono Class of '89, Nicole is attending UC San Diego as a history major. Next year she plans to study abroad and then on to graduate school to study business and politics. The Student Motivational Program helped Nicole deal with her problems and let her know that there were other people in similar situations. "The program really helped me with relationships and communication skills.", remarks Nicole.

Monica Malcuit Class of '89, Currently, Monica is working full time at Otis Spunkmeyer, Inc. corporate offices as the collections supervisor, and plans to take business courses at a local college this year. The Student Motivational Program gave Monica the motivation and encouragement to do well and set goals for her life. "The program made me settle down and realize what was really important in my life.", says Monica.

Ben Bauer Class of '90, Ben is attending Diablo Valley College and plans to transfer to UC Berkeley as a business major. According to Ben, the Student Motivational Program helped him immensely. He participated in the tutoring programs which brought his high school grades up from a 2.0 to a 3.0. "It was good to meet with the other students and talk openly about various problems and feelings we were having.", comments Ben.

Rockin' Rhonda

You may have seen her. You may have heard about her. You may have even talked to her over the phone.

She's Rhonda Brown, coordinator for the Otis Spunkmeyer Students Motivational Program. She serves as the contact between the participating students and Otis Spunkmeyer, Inc. If anyone has questions about the program or needs to arrange an event using the cookies, gifts, day tours etc., they contact Rhonda. She does all of the footwork to make sure everything runs smoothly.

As coordinator, Rhonda also oversees the production of the Student Motivational Program newsletter. She is responsible for providing our readers with information and useful news about this highly successful program.

Outside of the Student Motivational Program, Rhonda is the operations assistant to the senior V.P. - director of operations at Otis Spunkmeyer, Inc. In this role, she has daily contact with the company's 44 distribution centers. She answers various questions from the distribution center managers, and basically troubleshoots in an efficient and friendly manner. This job becomes increasingly challenging as Otis Spunkmeyer continues to add product lines and distribution centers.

"I get tremendous satisfaction from both job functions", comments Ms. Brown. "It permits me a flexible schedule which definitely keeps the job interesting." She sees no problems with a change.

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Meet the Counselors

We're proud to say that the Otis Spunkmeyer Student Motivational Program has some of the most experienced and diverse counselors in the field. We'd like to take this opportunity to introduce them to you.

Merrill Callow, Program Director and Counselor. Merrill helped develop the Student Motivational Program in 1985. He began his counseling career in 1946 after graduating from UC Berkeley. In 1982 he started a private practice in adolescent and family counseling. *Philosophy: Believe in the dignity of the student.*

Douglas Callow, Counselor. When Doug's not helping students in the Otis Spunkmeyer program, he's working with high school students through an outreach program at Foothill Christian Fellowship. He also has a private practice in marriage and family counseling. *Philosophy: Equip students with necessary life skills, and the basics of human relationships.*

Nils Hagberg, Counselor. Nils was a counselor in the public schools for nearly 20 years until 1987 when he started his own private practice in marriage and family counseling. He is also Admissions Coordinator for the California Graduate School of Family and Marriage Counseling. *Philosophy: Provide students with the tools to achieve personal success.*

Jerome Knox, Counselor. Jerome is a counselor with the Alameda County Dept. of Alcohol & Drugs. He enjoys his work with the Student Motivational Program and truly believes it is working because it provides the students with a support network outside of the school system. *Philosophy: Be committed to helping students reach their goals.*

Jennifer Levy-Wendt, Counselor. Outside of the Student Motivational Program, Jennifer is Dean of Students at a private Bay Area school. In her role as counselor, she believes it's important to provide students with positive experiences and role models. *Philosophy: Encourage students to be in positive environments.*

Marcie Radius, Counselor. Marcie's broad experience includes conducting workshops and "Student Study Team" training for teachers within the California State Department of Education. *Philosophy: Be a catalyst for students to reach their full potential.*

Carolyn Scott, Counselor. Carolyn is extremely busy between her responsibilities as a middle school guidance counselor and instructor of a graduate level counseling program. *Philosophy: Communicate to students how important they are—culturally, personally, and socially.*

Donald Underwood, Counselor. Don is a psychology and biology teacher at a Bay Area high school. He also started the gifted program and Academic Decathalon in Contra Costa County. *Philosophy: Unlock the students' potential.*

Get It Off Your Chest!

[redacted]

Program Perks

All people currently involved in the Student Motivational Program receive many of the same benefits and discounts as Otis Spunkmeyer employees. Please feel free to take advantage of as many of these "perks" as you'd like. They include:

- Otis Spunkmeyer Cookie Dough at $30/case
- Brownies & Muffins at $8/case
- Limousine Service at $10 per hour discount, 3 hour minimum.* (The Otis Spunkmeyer Van is also available for group use.)
- Otis Spunkmeyer Air Sky Tour at no charge.**
- Unlimited use of the Otis Spunkmeyer Gym*. Hours are: M-F: 4-8pm Sat: 10am-4pm Closed Sundays.

If you have questions or would like more information on these benefits, please contact Rhonda Bryan, Coordinator, Otis Spunkmeyer Student Motivational Program, (415) 357-4830.

*A $100 deposit is required to hold Gym reservation (person reserving must be in class).

**A parent must accompany each student. If students or counselors' relatives or friends would like to use Sky Tour, the cost is $10/A person.

*A waiver must be signed before using gym.

Multi-Cultural Celebration

Carolyn Scott's student groups observed the holidays in a unique way by celebrating Kwanzaa, a holiday based on an East African harvest festival.

The holiday is marked by seven principles which benefit the family, the community and mankind.

Both groups celebrated Kwanzaa by discussing the festival and its meaning of bringing unity into the groups. The discussion included understanding, respecting and passing on their cultural heritages.

After lighting a candle for each principle, they discussed the evening's theme which was "Faith and Purpose". Each student shared information from their ethnic line which had been passed down to them. They then exchanged handmade gifts which represented their culture. Parents also participated in the exchange.

They topped the celebration off by partaking in a "Feast of the Harvest" feast which included recipes made by the students and parents that had been passed down from their ancestors.

"Both of my groups are multi-cultural, yet they could all appreciate the meaning of Kwanzaa," says Ms. Scott. "Unity and respect for family have no color barriers," she emphasizes.

Carolyn Scott, counselor, left, holding a gift made by Maria Lopez and her mother.

Otis Spunkmeyer Geekies

The Student Motivational Program newsletter is a quarterly publication from:

Otis Spunkmeyer, Inc.
1 Otis Spunkmeyer Drive
San Leandro, CA 94577
1-800-[illegible]
(In California 1-800-[illegible])

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Measuring Success

From Ken & Linda Rawlings, Otis Spunkmeyer, Inc.

Many people ask us how we will measure the success of the Student Motivational Program.

There are several ways of measuring the success of our program. First, high schools are now contacting us wanting to know how they can get involved with the program. When the Student Motivational Program first began, they were skeptical. We had to convince the schools that this was a worthwhile endeavor. Now, everyone wants to be part of it.

We can measure success by the immense growth of the program from one counselor and ten students to nine counselors and over 100 students.

The many inquiries we get from other businesses and political organizations asking us how our own Student Motivational Program works, is another sure sign of success.

While all of these results are significant, they don't really sum up the inspiring success of the Student Motivational Program. What really shouts success is you—the students and parents. The instant you make the decision to succeed, you have become successful! It's as simple as that! And that's our goal.

People also ask us if there is one "ideal" student graduate of the Student Motivational Program. Naturally, there isn't one ideal person, but many. We don't expect all people who participate in this program to leave with the same qualities or goals.

There are, however, two basic yet important results of the Student Motivational Program which we would like to pass on to you. The number one outcome should be SELF ESTEEM. When people have self esteem it reflects off of everyone and everything they touch. This program is designed to help you develop the necessary skills needed to attain self esteem—no matter what your goals or expectations are. Otis Spunkmeyer, Inc. acts as a "cheering section" to let you know you matter to us and to others. What you do and contribute is important to your life and society.

The second outcome of the program is the concept of "GIVING BACK." This means helping others because you have been helped. Imagine if everyone who has been helped at some time in their life passed on the good deed. That's a nice thought and a positive goal to strive for.

Has the Student Motivational Program been successful so far? ABSOLUTELY! Each thank you letter we receive from a student or parent confirms the program's success. We're proud of the Student Motivational Program and we're proud of you!

Bigger & Better

The Student Motivational Program newsletter has grown from two to four pages. This will allow us to provide you with more information regarding the program and other developments within Otis Spunkmeyer, Inc.

This also means that there will be more room for your articles and/or story suggestions. Please write us today with any ideas you have for the newsletter.

The Otis Notice
Otis Spunkmeyer, Inc.
14390 Catalina St.
San Leandro, CA 94577
Attn: Rhonda Bryan

Mark Your Calendar

On Sunday, May 19, the annual Otis Spunkmeyer picnic will take place from 1:00-5:30pm at Sea Gull Park at the San Leandro Marina.

This fun filled event is an excellent opportunity to meet other students, parents, counselors and Otis Spunkmeyer employees in a relaxing and enjoyable setting. Several activities have been planned, including volleyball and softball challenge games.

Each family is responsible for its own picnic lunch, drinks and picnicware. The grills will be nice and hot for anyone who plans to barbeque. Ice cream and, you guessed it, cookies will be provided by Otis Spunkmeyer.

We encourage you to bring your entire family to this annual springtime event. It's a guaranteed good time!

And The Winner Is...

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College Planning: Students and Parents Working Together

Your Future Is Now

For most of you, the time has come to start thinking about your future. Many options are open to you including college, trade school, the military, or entering the work force immediately after high school. Whatever you decide, proper planning and research should be a part of the decision making process.

While college isn't for everybody, the Student Motivational Program encourages students to pursue this option. College provides training and education important in today's competitive job market. "We feel that students should go as far as they can with their education," says Don Underwood, an Otis Spunkmeyer counselor. "If they find the educational route isn't working, then they can explore other areas," he adds.

This article will help you and your parents begin the college planning process together.

Role of The Parents

Some parents may be wondering what they can do to help their children plan for college.

Studies have shown that children whose parents are involved in the academic process (e.g. helping select high school courses) do much better in school than those children whose parents aren't involved. Students with involved and supportive parents have a greater sense of commitment and dedication toward school and work.

Parents should be part of the college planning process from beginning to end. This includes setting parameters for their children and discussing issues which will affect the college decision. For instance, how much they can realistically afford to pay for college tuition and living arrangements after high school.

Is College For You?

Several factors should be considered when deciding if college is an option, and if it is, what school is the best for you. Answering these questions will help you with the process.

- What are your long term job/career goals?
- Do your goals require education beyond high school?
- Do you like school and want to learn things that college can provide?
- What is your high school record, so far?

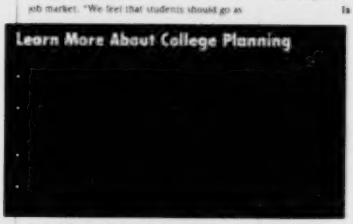
Evaluating Schools

You and your parents have researched and discussed the options and you've decided to go to college. Now you must evaluate which school is best for you. Answering the following questions will help narrow down your choices.

- What is your current Grade Point Average?
- If taken, what were your scores on the

(continued on back page)

Learn More About College Planning



Employees Give Student Workers High Marks

Students make great summertime employees, or so say Santa Barron and Mike Tans—Otis Spunkmeyer employers. Both have had the pleasure of working with participants of the Student Motivational Program over the summer break.

Last year, Santa was overwhelmed with work. As supervisor of accounts payable, her responsibilities were growing along with the company. Things were really stacking up, when one day Nicole Iantuono joined her department for the summer. "She helped us with filing, phone calls, and small accounting projects," recalls Santa. "As fast paced as our department is, we really needed someone who could keep up." Santa was impressed with Nicole's hard work and willingness to do whatever was needed to help the

(continued on back page)

You Make It Happen

At the center of the Otis Spunkmeyer Student Motivational Program is:

Douglas Callow, Counselor
Kristy Blau
Ben Bueno
Willow Chase
Amy Gavel
Chuck Gebert
Asher Miller
Jason Robison
Teresa Tebbs
Roxanne Violett

Merrill Callow, Counselor
Jens Andersen
Jason Brown
Cindy Davis
Bryan Kittle
Christie Marshel
Terri Souza
Rob Sytes
Jim Videle
David Weightman

Nils Hagberg, Counselor
Steve Babulak
Jacqueline Chatman
Francine Dominquez
Kari Fenner
Lisa Gedigian
Heather Hass Phillips
Kevin Kostrichia
Matthew Morgan
Lerence Payne
Jennifer Vaughn
Gibran Warren

Jerome Knox, Counselor
Andrew Crater
Lamont Higgins
Seithi Jenkins
Nishi Lacy
Soukaseuth Lattanaphom
Leonard Roberts
James E. Thomas
Hahi Warren

Jeni[illegible] Wendt, Counselor
Matthew Beaver
Alison Butler
Jessica Corrigan
Nathan Fick
Mario Enrique Gloria
Sarah Grant
Melinda Mellon
Sidney Moreno
Oliver Rafanan
Jennifer Rasmussen
Zereyna (Reyna) Salazar
Elaraitina Toga

Marcie Radius, Counselor
David Ashton
Krista Cowen
Matt Dean
Deneka Enriquez
Keith Flowers
Jennifer Gass
Sara Hauser
Kristy Journeay
Sarah Kiely
Michael O'Cambell
Michelle O'Meara
Rachel Vallin

Carolyn Scott, Counselor
Andres Alvarez
Etta Jane Brown
Te Aira Brown
Leverio Tony Cotto
Rina Maria Corrinaldi
Maria Deleurdes Lopez
Andrea Dutchover
Joshua Gregg
Michelle Guerrero
David Hernandez
Frederick Isaacs
Tiffany Johnson
Eric Mason
Christine Posey
Javier Quiez
Robert Robinson
Paula Ross
Susie Stagg
Michael Washington

Don Underwood, Counselor
Brian Certi
Angela Elrod
Jennifer Hatch
Helen Lam
Mike Marazzani
Jeanne Minchanow
Danny O'Dell
Chris Shaw
Kristen Thames
Ryan Wheeler

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Student Motivational Program Success Story

Way To Go Joe!

Joe Neth at Marine Corps basic training graduation.

Joe Neth, a 1990 graduate of Castro Valley High School and the Student Motivational Program has a real story to tell.

Joe's future didn't look too bright during his freshman year in high school. A .9 GPA along with a lack of discipline was the beginning of a rocky road for Joe. Then, one quarter into his sophomore year he was expelled from school on charges of battery on school grounds.

After spending 35 days in juvenile hall, he enrolled in a private school where he began to get his life on track. "I always had the academic knowledge," recalls Joe. "I just didn't have the discipline to apply myself."

While attending private school, he started focusing on his studies and raised his GPA to a 3.8. "I guess I was tired of being looked down on," comments Joe. It was then that he was accepted into the Student Motivational Program.

He admits he was skeptical at first. However, the student and parent meetings taught him a lot about himself, and what he needed to do to be a success. "My self confidence improved and my life started coming together," he says. Joe even admits that he did most of the talking during the group discussions. "They couldn't shut me up," he says laughing.

Rejoining his classmates at Castro Valley High School, Joe graduated with honors. During his last few years in school, he received several awards which he and his family are quite proud of. Some of the most prestigious awards include: second highest rating in the Golden State Geometry Exam (top 10% of students); two-time Honor Society member; top 5% in the California State Chem-a-thon (over 1500 students participated); and, a lifetime membership in the California Scholarship Federation.

Knowing that the one thing he still lacked was the strict discipline to work his way through college, Joe decided to join the Marine Corps. "A philosophy of the Marine Corps is 'Complete the Mission'," says Joe. "That sounded good to me."

Unfortunately, recent back problems resulted in a medical discharge from the Marines. Joe now plans on going to Chabot College to complete his general education courses and then on to California State University to study Biosciences.

The Otis Spunkmeyer Student Motivational Program is proud of Joe! He is a shining example of what hard work and perseverance can do to turn a person's life around for the better.

Counseling Staff Adds New Member

Marilyn Harryman has joined the Student Motivational Program's counseling staff. The announcement was made by Merrill Callow, counselor and program director. Effective April 1, Ms. Harryman became responsible for students from Albany and El Cerrito High Schools.

Along with accepting a counseling position with the Otis Spunkmeyer program, she has also been appointed to the newly created position of counselor at large for the Oakland School District. In this position, she will be working with all counselors within the school district on program and curriculum development.

Her broad counseling experience spans over 20 years and includes such positions as head counselor at McClymonds High School in Oakland; workshop presenter in adult career counseling for Alumnae Resources in San Francisco; and career development instructor for Chabot College in Hayward.

"I'm excited about being a part of the Student Motivational Program," says Ms. Harryman. "I look forward to the hands-on work with the students and the close contact this program allows me to have with their parents."

According to Merrill Callow, "Ms. Harryman is a fine example of the quality counseling and instruction that the Otis Spunkmeyer Student Motivational Program is known for, and will continue to live up to."

Ms. Harryman's philosophy: *Give people the necessary tools to become motivated and productive workers and family members.*

Learning How Cookies Are Made

The group takes a break in the Otis Spunkmeyer fitness center.

Last Fall, four student groups toured the Otis Spunkmeyer manufacturing plant and corporate headquarters. Over 60 students, parents and siblings observed first-hand how Otis Spunkmeyer Cookies and Muffins are made and distributed.

"It's always interesting to tour the Otis Spunkmeyer facility," says Marcie Radius, Castro Valley group counselor. "It's important for the students, parents and counselors to remember what the driving force is behind the Student Motivational Program—Otis Spunkmeyer, Inc.," she emphasizes.

The groups also got a look at the Otis Spunkmeyer fitness center—one of the many benefits of being associated with the company. The center includes a basketball court, cardiovascular equipment, weight machines, and even its own personal trainer.

If you weren't able to make this tour, not to worry. There will be others in the future.

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Continued from page 7

Students & Parents Working Together

college entry exams—PSAT, SAT and/or ACT (usually taken during junior year)?

- How much money can you budget toward college?
- Do you want to live at or near home after high school?
- Are you familiar with the different college systems, e.g. community colleges, UC, Cal State, private colleges, trade schools?

The next step should be a trip to your high school counseling career center. "The best resources are right in the student's backyard," comments Mr. Underwood. He points out that students and parents should take advantage of the tremendous amount of free information provided by high school counseling career centers.

High school counselors will lay out academic and financial requirements for any of the colleges you're interested in. Most high school counseling centers also conduct "college planning" seminars for the parents.

Of course, your Otis Spunkmeyer counselor is always available to help you with post high school planning. Whether you need help improving your grades or applying for financial aid, they are willing and able to help you sort through the process.

After narrowing down your college choices, contact the admissions departments at those schools. They can provide you with important information such as enrollment deadlines, academic requirements, and tuition guidelines.

Don't be intimidated to call and ask for help. Admissions departments are set up to assist you with the enrollment process. If you find you're having problems getting the information you need, ask your high school or Otis Spunkmeyer counselor for help in cutting through the "red tape."

Setting Goals

Begin setting goals to ensure admittance into the school of your choice. This includes saving money, making sure your grades are where they should be to meet the school's requirements, and getting any necessary work experience.

By now you should have a general idea of how much it's going to cost to attend college. You may not have the money right now, which means you might want to start looking for a summer job. A summer job will not only allow you to save money for college, but it will give you valuable work experience. This looks impressive on a school application or resume.

How are your grades? Do they meet the necessary requirements to get into the college of your choice? It's not too late to start improving them by attending summer school. Most high schools offer summer school programs free of charge or for a small fee. The Student Motivational Program also offers tutoring programs if you'd like to get a head start for the Fall term.

In addition to traditional summer school, many school districts offer special summer programs including career exploration, foreign study tours and sports camps. Contact your high school counseling office for more information on these programs.

Once your goals are set, stick to them as best as you can. Parents should encourage their children to stay on track. Positive reminders and suggestions are the best way to support children through the college planning process.

Financial Aid

You may become overwhelmed when thinking about how to pay for college. Remember that the Otis Spunkmeyer Student Motivational Program provides financial assistance if you meet all of the program requirements. Talk with your Otis Spunkmeyer counselor for more information. You should also contact the financial aid offices at the colleges you're thinking of attending. It is their job to help students and parents cope with paying for college. See Figure 1 for a list of financial aid programs that may be available to you.

Figure 1. Financial Aid Programs

- Pell Grant
- Cal Grant
- Community School Ings
- Loans

Below is a list of additional financial aid sources that may be of help to you when deciding how to pay for college:

- *California Student Financial Aid Workbook*
- *Meeting College Costs*
- *Early Financial Aid Planning Service*: this service provides you with an early summary of your financial status free of charge.

Talk with your high school or Otis Spunkmeyer counselor for information on how to apply for the above financial aid programs or for availability of the workbooks and services.

Never Give Up!

If you get frustrated with the college planning process, don't give up. There are plenty of people available to help you through it. If you're worried about finances, the California Community College system provides quality education at a low cost. This means the door to higher education is always open to you.

Continued from page 7

Employees Give Student Workers High Marks

department.

She believes the Student Motivational Program is worthwhile because it gives students the necessary skills and experience they'll need to be successful. "I know that Nicole will be successful in whatever she chooses to do," says Santa.

Mike Jatt is the purchasing manager for Otis Spunkmeyer, Inc. He is very involved in the Student Motivational Program and coordinates many of the student activities and outings. This summer, Mike is working with Rob Sims from the Student Motivational Program at Otis Spunkmeyer's plastics company. Rob is currently working part time and will eventually go full time when school is out. "He really caught on quick," says Mike. "Rob is a tremendous help to the staff and at the same time is gaining valuable experience," he adds.

Of course, Mike is a firm believer in the Student Motivational Program. "I enjoy working with young people and supporting them in any way that I can."

Summer employment opportunities at Otis Spunkmeyer, Inc. are limited. Contact your program counselor for more information regarding job openings.

Otis Spunkmeyer Cookies

The Otis Notice is a quarterly publication reporting on events and issues regarding the Otis Spunkmeyer Student Motivational Program.

Otis Spunkmeyer, Inc.
14490 Catalina Street
San Leandro, CA 94577
1-800-883-1000

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OTIS SPUNKMEYER STUDENT MOTIVATIONAL PROGRAM

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Otis Spunkmeyer Cookies

Otis Spunkmeyer Student Motivational Program Overview

The Vision

In 1985, Ken and Linda Rawlings, CEO and President of Otis Spunkmeyer, Inc., had a strong desire to help high school students reach their potential and become productive citizens. They believed there was a "middle" 70% of students who, because they were capable, did not receive the encouragement, support and attention that those in the top or bottom 15% received. The Rawlings wanted to help these students by giving them the necessary support - motivationally and financially - to become successful and responsible people. In essence, they wanted to be a "cheering section" for these students.

Ken and Linda Rawlings wanted to be personally involved in a student program that promised more than just "throwing money" at the problem. They wanted to develop a process whereby kids would be committed to stay in a program for a set period of time and follow some fairly strict guidelines. This would give students a sense of responsibility - helping them to set and achieve goals. In return, the students would receive financial assistance for college or trade school along with other tangible (and intangible) benefits.

Ken and Linda contacted a well-respected adolescent and family counselor, Merrill Callow, to help develop and coordinate the program. He not only had the necessary experience, but he was also an old family friend. In fact, he had been Ken's high school basketball coach and counselor - Ken's "cheering section". The following year, the Otis Spunkmeyer Student Motivational Program was born.

Program Objectives & Student Selection

The primary objective of the program is to help students in their academic and personal growth. The program works with the schools and families to help the students reach their potential and achieve personal success. Students are selected as 10th graders by the program counselors (with assistance from the high school counselors) and selection is based on the 70% rule. Students who have shown academic promise, participated in extracurricular activities or possess other positive social or personal traits are candidates for the program.

Student groups of ten meet once a month with the program counselors and participate in activities and discussions that deal with the concerns of teenagers, e.g. communication skills, family and peer relationships, self-awareness, career and educational planning, etc. The students must attend these meetings in order to receive the full benefits of the program.

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Role of the Counselors, Parents & Staff

All of the program counselors are paid staff of Otis Spunkmeyer, Inc. and have Masters degrees and/or Ph.D.s in counseling. Outside of facilitating the group meetings, the counselors also provide limited individual and family counseling and maintain a constant link with the students via telephone calls and by attending school or other activities. The counselors give encouragement and act as role models for the students and parents.

Although the Otis Spunkmeyer Student Motivational Program doesn't require the students to go on to college, they are encouraged to pursue this option. The counselors help the students go as far as they can in the educational process, and the counselors believe that their ability to network "within the system" is vital to the success of the program.

Probably the most unique aspect of the Otis Spunkmeyer program, and what sets it apart from other corporate programs supporting teenagers, is the active (and required) involvement of the parents and guardians. They participate in their own monthly meetings with the counselors to discuss the students' progress and other general topics of interest or concern to them.

Otis Spunkmeyer employees are also active in the Student Motivational Program and volunteer their time and energy to helping the students in any way they can. Taking students to sporting events, discussing career goals, or just being a "big brother or sister" are ways in which employees have become involved as additional "cheerleaders" for the program.

Some unusual program perks available to the students and parents include: full use of the Otis Spunkmeyer fitness center, discount rates on the company's limousine service and Otis Spunkmeyer Air's DC-3 Sky Tours, and discounts on Otis Spunkmeyer Cookies. The company also holds annual picnics and formal dinners for all employees and participants of the Student Motivational Program.

The company publishes a quarterly newsletter, *The Otis Notice*, which provides news and views on the Student Motivational Program. It is distributed to students and parents as well as the entire Otis Spunkmeyer staff nationwide.

Program Growth

Over the last six years the program has grown from one counselor and eight students to one full-time director, nine part-time counselors and over 130 students and 200 parents. The students are now being selected from 24-27 high schools primarily in the Bay Area.

Ken and Linda Rawlings receive many requests from other businesses and political organizations asking for information on how to start a Student Motivational Program. In addition, area high schools are now asking to be included in the Otis Spunkmeyer program. The Otis Spunkmeyer Student Motivational Program has received the full support of area guidance counselors and instructors.

Costs of the Program

Each year after 1996, it is estimated that Otis Spunkmeyer, Inc. will be offering financial aid to approximately 270 students who might be attending a four-year or two-year college or advanced vocational school. This will be in addition to the 100 students still in the 10th, 11th and 12th grades.

An average yearly cost per student will depend on the level and amount of services provided. Otis Spunkmeyer has estimated the yearly cost per high school student at $1600. An average yearly cost for a student attending a post-high school institution might range between $600-$1500. Thus, an average cost per student over the maximum seven year period (starting in 10th grade and going through four years of college) would be approximately $8,800 - or about $1,250 per year.

Benefits to the Company

Because the Rawlings run such a highly visible and profitable company, they are constantly approached by philanthropic organizations for donations. Their highest giving priority is to education. With its own Student Motivational Program, Otis Spunkmeyer, Inc. is able to devote all of the necessary time and resources to helping the students and developing the program - no more sifting through stacks of proposals on charitable organizations and programs. And there is no money being drained off the program for fund raising activities or administrative costs. The Student Motivational Program is completely funded by Otis Spunkmeyer, Inc.

Perhaps the biggest benefit, however, is the satisfaction the company gets from being involved in such an effective and worthwhile program. Ken and Linda Rawlings, the counseling staff and many involved Otis Spunkmeyer employees get direct feedback from the students and parents telling them how positive the program has been.

Measuring Success

Evaluating the program's success depends on the goals and objectives set forth by the corporate sponsor, and on the type of individuals participating in the program. In the case of the Otis Spunkmeyer Student Motivational Program, 45 of the first 53 students in the program have graduated from high school, and 37 have gone on to post high school education (emotional and drug related problems were cited as being the major reasons for students not graduating).

However, there are many immeasurable benefits and successes of the program. The most rewarding are the many thank-you letters the company receives from the students and parents describing improved self-confidence, academic achievements, and most importantly, their genuine desire to pass on good deeds to others. Thus, a by-product of the program is an ongoing contribution to making the world a little better place in which to live. The effects of the program have radiated throughout the community and beyond.

Attached are some examples of comments by high school guidance counselors and anonymous parent and student evaluations.

Otis Spunkmeyer Cookies

OTIS SPUNKMEYER MOTIVATIONAL PROGRAM

INFORMATION FOR STUDENTS

Requirements for selection of students may vary, depending upon the program's needs and emphasis, but, basically, students selected will be those who have shown: (a) a positive attitude and behavior; (b) current academic achievement, and/or a strong potential for greater academic achievement, and/or demonstrate a special talent in extra-curricular activities; and, above all (c) students must be willing to work to improve themselves through regular attendance and positive participation in the monthly group meetings and be committed to the program's purposes and goals.

The purpose of the program is to encourage and support the students selected to: (a) aspire and work toward achieving the highest level of education, personal knowledge and positive growth of which they are capable and, (b) to make a conscious effort to contribute, by their positive attitudes and actions, to others both in and out of the program. Hopefully, in their adult lives they will be willing to find their own unique ways to support and encourage the next upcoming generation.

Students are selected as 10th graders and remain in the program until graduation, unless they fail to meet the standards of the program or voluntarily withdraw. Upon satisfactory completion of the program and graduation from their high school, students who undertake full-time (12 units/semester, or its equivalent) will receive financial assistance, according to the guidelines set up. Required group meetings will be held approximately once a month during the school year for students and parents (separately). Students' group meetings will consist of activities and discussions by students from different schools on topics of importance and interest to adolescents as mutually agreed upon by the group (i.e. skills in communication and social relationships, self-understanding, educational and career planning, school related concerns, etc.)

(continued on back of page)

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Parents' meetings will center around areas of interest and concern to parents of adolescents, and discussion and activities will be determined by mutual agreement. There will usually be one combined student and parent meeting during the year, and a year-end picnic for all family members.

During the time students are in high school, they will be offered: (a) group tutoring; (b) personal, educational and career counseling; and (c) other such assistance as is available and appropriate. Counseling appointments may also be requested by parents or individual families. In addition, field trips and special events may be scheduled, plus opportunities to visit the Otis Spunkmeyer plant in San Leandro, meet with individual plant employees, use the gymnasium and have low-rent use of the company's limousines.

Each student's academic and extra-curricular progress will be monitored via progress reports, report cards, transcripts, media reports, etc. Otis Spunkmeyer counselors will be in contact with students to offer support, encouragement, or to just be a listener frequently throughout the school year. Summer activities might include summer school tutoring or special projects that are more activity oriented. Students must be willing to initiate contact with counselors and make requests for assistance if and when it is needed. In addition to taking responsibility for one's own needs, being willing to assist others, both in and outside of the group is a very important objective of the program.

Otis Spunkmeyer Cookies

_____ School Year

STUDENT MOTIVATIONAL PROGRAM

To: Student _____

Parent/Guardian _____

From: _____

Otis Spunkmeyer, Inc. - Counselor

Re: Agreement to Conditions of Participation in the Student Motivational Program

***

If a student desires assistance in living up to the guidelines of this program, it is his/her responsibility to initiate a request for assistance by contacting _____ Ph. No._____.

The parent or guardian agrees to sign a school record release of information form, allowing _____, Otis Spunkmeyer, Inc., counselor access to the school records. Otis Spunkmeyer, Inc. is responsible for the administration, conduct and cost of the program. It is the expressed intent of Otis Spunkmeyer, Inc., to award limited financial assistance to those students who successfully complete the program's goals and qualify for higher academic education, or advanced vocational training.

Otis Spunkmeyer, Inc. and/or its representatives accept no responsibility or liability for results of the program. Otis Spunkmeyer offers the program as an opportunity only to those students nominated by their schools, selected by a representative of Otis Spunkmeyer, Inc., and who agree to abide by the conditions of the program.

_____ _____
Student Date

_____ _____
Parent/Guardian Date

_____ _____
Counselor, Otis Spunkmeyer, Inc. Date

_____ _____
Kenneth B. Rawlings Date
Chairman & CEO
Otis Spunkmeyer, Inc.

_____ _____
Linda Rawlings Date
President
Otis Spunkmeyer, Inc.

NOTICE: This form must be completely and correctly filled out, with the itemized receipts attached, and sent to:

Otis Spunkmeyer Student
Motivational Program
14390 Catalina Street
San Leandro, CA 94577

Otis Spunkmeyer Cookies

Today's date

STUDENT MOTIVATIONAL PROGRAM - REQUEST FOR REIMBURSEMENT FORM

Please type or print the following:

1. _____
(Last Name First Name Middle Initial)
2. _____
(Permanent Address)
3. _____
(Other address to which you wish check mailed) (optional)
4. _____ _____
(Home Phone) (Away Phone)
5. _____
(Social Security Number)

---

7. _____
(Name of institution in which you are enrolled)
8. _____
(Address and phone no. of institution)
9. _____
(Beginning and ending dates of semester or quarter of current enrollment)

---

10. Cost of tuition of current semester/quarter (attach receipts) $_____
11. Course No./Course Title /Units (of current courses)
(a) _____
(b) _____
(c) _____
(d) _____
(e) _____
(f) _____
(g) _____
(h) _____

(continued on back of page)

12. List title /Author /Cost (of books purchased, corresponding to above)

(a) _____
(b) _____
(c) _____
(d) _____
(e) _____
(f) _____
(g) _____
(h) _____

(Attach itemized receipts for books purchased)

13. If you are requesting reimbursement for any semester or quarter, after your initial enrollment, you must also send a copy of the semester or quarter transcript for the term you have just completed, showing grades and credits earned. (This is in addition to completing the above form). Send in any receipts for the cost of such transcript, so that you can be reimbursed.

14. If you have any questions, please call Merrill Callow at 415-820-6742.

AUTHORIZATION FORM FOR REGISTRAR

This is to verify that I, _____ hereby give my permission
(Full name, as registered)

to allow Merrill Callow to have full access to my records and transcripts. I am currently enrolled at

_____, _____
(Institution) (Address) (Phone No.)

I also give permission for such forms to be sent to:

Mr. Merrill Callow
1666 Ridgewood Road
Alamo, CA 94507

_____ Signed _____
Today's Date My current address:

_____
_____
_____

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REQUEST FOR STUDENT RECORDS - PERMISSION FORM

Authorization for _____ School District to release pupil information

To: Registrar/Counseling Secretary

Date: _____

_____

_____

I hereby give my permission to _____ to have access to the pupil records of _____, whose date of birth is _____. Information requested is for use in the Otis Spunkmeyer, Inc. Student Motivational Program.

Signed: _____
(parent/guardian or eligible student)

Address: _____

_____

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ANONYMOUS EXCERPTS FROM STUDENT AND PARENT QUESTIONNAIRES

Students

Indicated an improvement in g.p.a.; studying more;attendance is better; better attitude toward school; more understanding of myself and others; met new friends and shared common feelings; beginning to look at the future more; getting along better with teachers and parents; being able to express my feelings and be honest; being noticed for any improvement in my schoolwork in a positive way (phone calls/meetings); tutoring sessions were very important to me; just being in the Program helps me keep up in school;it helps me to know that someone besides my immediate family is keeping track of my progress in school; counselor's encouragement and positive attitude really helped;it really helped me get my act together; the group meetings were the most important part, discussing things that were really important with other kids and getting their feedback; I have been inspired to work harder in school. I started with a 1.7 and now I have a 3.2; the Rawlings are truly a miracle to care enough to support and personally care about each one of us!; I don't know what inspired the Rawling's to want to help a bunch of kids who got off on the wrong track in high school, but it helped me tremendously, not only academically, but emotionally and socially as well; it made me feel special and wothwhile; the program made me feel more responsible in all parts of my life; this program was great for me, since it wasthe only thing that got my butt in gear, nothing else had ever motivated me to do good in school.
(I also have several cases like Steve March and Bob Sykes and Jenifer Christoffersen and Monica Malcuit ---- but each was too long to list here, but I can tell you if you need that specific type of evaluation/evidence).

Parents

Most parents saw positive attitudinal changes in cooperation, motivation, self esteem and goal-setting in their teen-agers; improvement in study habits; trying harder at home and at school; becoming aware that parents and others really care; more open and self-confident' improving in academic and social skills, better attendance; graduation has now become important. I realized the difficulties of being a teen-ager; we were'nt alone in our problems , other parents had similar problems, it seems obvious, but that was very important tous; improved our relationship at home; we have a more reasonable perspective and approach to parent our teenager; I feel better toward my teen-ager, because of her improved attitude; gave me an outlet for my fears and frustrations concerning my teenager; our son said it may take him an extra year at high school, but he is more willing and is on track to meet the university entrance requirements; the Program has really made a difference in the lives of our twin girls and for that we can never begin to repay you!Your support of our son has helped our family in so many ways. I find it hard to list all the benefits we have experienced of a 4 year period.
(Again, there are several cases of parent support, in detail, fie, Bob Sykes, Merri and Jamie Brown, Jason Windrix, etc, which I can relate to you if desired).

To: Ken and Linda Rawlings

From: Merrill Callow, Program Director, Student Motivational Program

Re: Evidence of the Program's effectiveness

Having experimented, over the years in the Program, with a wide variety of levels of academically capable students, I find that judging the results of the program just in terms of raising a student's grade point average, has not been a valid criteria of the Program's success. Most of those who started with a low grade point average, definitely improved. The same applies to the average student. The students starting with a high grade point average mostly maintained those grades, with an occasional upward or downward trend in unique cases. An important factor in these cases often depends upon the students attitude and the academic difficulty of the courses chosen.

In my opinion, the mostcritical areas that contribute to the success of the students, and therefore their achievements, was the positive personal attitude each student developed. This positive personal attitude was influenced by the Program's academic tutoring , including studying techniques,emotional support and encouragement, assistance with personal and relationship problems, a greater understanding of one's self and others, a building of coping skills in dealing with difficult situations, time management, problem solving, communication skills, educational and career planning, and, being accepted as they are, with the realization of their desire to become the best possible person that they might be.

The counselor both facilitates learning and acts as a role-model for the qualities important in mature adult behavior, including a sense of humor and an appropriate sense of self- worth. The development of a mutually respectful relationship with the counselor and each student and their parents in carrying out the goals of the program, is absolutely essential.

It is also important to take into account that we are only a part of the many factors that influence a student's success. The quality of education and teaching; the family environment, the student's physical and emotional health, peer relationships, their values, self-esteem and self-confidence all contribute to their success. And, success for some is just graduating; for others it may be being accepted at a prestigeous university, and for others it may be to be prepared for immediate employment.

With the above as a preface, the following are evaluations of the Program's effectiveness, as excerpted from yearly, anonymous student and parent questionnaires.

(Please see next page)

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June 6,1991

To: Linda and Ken Rawlings

From: Merrill Callow, Program Director, Student Motivational Program

Re: Revised enrollment figures (to include Castro Valley and current school students)

STARTING DATE	# OF STUDENTS	# OF PARENTS	# GRADUATING	# 2-YR.	#4-YR.
1985	8	12	6	4	-
1986	10	17	8	4	2
1987	19	28	15	11	2
1988	16	28	16	8	6
1990	90	140(est.)	----------	----------	----------
TOTALS (as of 6/6/91)	143	225	45	27	10

(Note: Each of the students and parents continue for 3 years of high school and students receive financial assistance (gifts, not scholarships) over the next four years after graduation from high school, according to the Programs funding guidelines).

Of the 45 students graduating, so far, 27 have gone to 2-year colleges ----- the ten going to 4-year colleges are enrolled as follows:

1 Cal. St. Sacramento
1 Cal. St. Northridge
1 Cal. St. San Diego
2 Cal. St. Humboldt
1 UC San Diego
1 UC Santa Barbara
1 UC Los Angeles
1 Georgetown Univ.
1 Private Cal. Relig. Coll. (not presently known)

Otis Spunkmeyer Cookies

To: Ken and Linda Rawlings

These are some of the unique qualities to this system which result in high impact/low cost, or more bang for your buck results.

1. The counselors were carefully selected, all already had a good track record in education, were known as self-starters, and were good role-models for parents and students. The quality of the counseling staff is the prime ingredient.

This program can't save education alone--our counselors need teachers who know their subject, can relate to teenagers, and have some enthusiasm and critical thinking skills of their own. We also need skilled, capable, dependable high school counselors to work with us.

2. Our counselors' ability to relate to school staff is essential.

A unique quality of the program is that parents and students are getting help when they need it most with the focus on a relatively non-threatening topic like education. The changes can benefit the entire family as much as intensive therapy could, or at least can reach families that wouldn't go for therapy anyway.

A specific example, 2nd year in the program, at a family meeting, a student can tell her dad through her tears how hurt she felt about his leaving the family when she was little, that she really loves him and is sorry that she has done mean things to get even with him. The father is kept quiet so that he can hear her, also he learns that his verbal teasing is not always funny, at times it is cruel and he agrees to change. This is one step in a turn-around for this girl. She can now laugh and say "boy, I was a real b ch when I joined this program, wasn't I??"

3. The program has an absolute minimum of bureaucratic stuff, thanks to you and to Merrill's philosophy. Replicators might be tempted to add more management and administrivia rather than hiring good counselors and relying on their integrity and ingenuity.

4. The techniques of having a contract, signing it, and making the committment to attend monthly meetings in addition to individual meetings is essential.

New counselors will find increased need and value of individual or family sessions in the second and third year.

Marcie Radius

OTIS SPUNKMEYER, INC. • Corporate Offices 14190 Catalina Street, San Leandro, California 94577 • (415) 357-9846

Marcie Radius, Counselor

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Otis Spunkmeyer Geekies

Results of the OSMP Program in Castro Valley for students who graduated last year, or will graduate this year.

Two students graduated last year and four this year. Of these six, five qualified as "At Risk," three years ago because they were failing in school, were resentful at home and could have dropped out. But:
All six have or will graduate and will continue their education.

Student evaluations of the OSMP state that being part of the group helped them be more organized, more self-assured and improved their communication skills. They also appreciated Ken and Linda's caring about them, which gave them more confidence in themselves.

Most said that the program helped them get along with their parent(s) better and to see their point of view. They all said that having a place to talk with other students who were having trouble changed their perspective on their own problems. They didn't feel so alone. The group interaction and support was important to them. The four who were seniors this year were also helpful to the eight new Sophomores who joined in the fall.

The sixth student, whose parents would have pressured him into college anyway, is the most appreciative of the program: On the surface he was a good, happy boy, but underneath he suffered stress related to fears of failure, the temptation of drugs, and thoughts of suicide. He was very compassionate to the other students, coping with his own fears while helping them. His parents did all the things listed in the next paragraph plus his mother reported that his father was less gruff and critical to his son, that their relationship improved dramatically.

The parents attended meetings regularly, were outspoken about their concerns, learned to listen to each other, and improved their ability to problem-solve rather than lecture.

In their evaluations they stated that: they needed to hear from other parents; they got helpful suggestions for dealing with their child in the program, and for their other children as well. They described the Rawlings as "wonderful, caring, giving, people."

Does this program work?? This model that gives the counselor the freedom to do both group and individual work with the student, their parents, their family if needed, and has the respect and cooperation of the school staff can create more positive change than any model program that I can imagine.

Marcie Rodias

OTIS SPUNKMEYER, INC. • Corporate Offices 14190 Catalina Street, San Leandro, California 94577 • (415) 357-9836

TO: Ken and Linda Rawlings

From:

Don Underwood Counselor

SPECIFIC POSITIVE RESULTS OF PROGRAM

INDIVIDUAL EXAMPLES:

(R, a 16 year old male)

R. began the program with a history of disruptive classroom behavior, and low grades in Spanish and English. A good athlete, R. had poor to non-existent study habits. R was kicked-out of both English and Spanish (for 1 day) for loud talking and inappropriate comments.

After one year in the program, R. has raised his Spanish grade from D- to B+, is earning college recommending grades. His classroom behavior is "commendable", and his relationships and communication at home have improved (to his parents' relief and joy).

HOW THE PROGRAM HELPED

Being selected and accepted by the program was of prime importance. R. was amazed that someone important, viz, The Otis Spunkmeyer Company saw him as having great potential for growth academically and personally. The message was made abundantly clear to him by the whole hearted support given to him by Ken and Linda, and his counselor. Belief in him, reinforced by company perks and personal contact with his group counselor, raised his self acceptance, and expectations for success.

Group and personal counseling helped R. recognize his unproductive classroom behavior and gave him support in changing it.

Group work on communication skills and problem solving helped him learn how to cope. Once R. began to "turn-around" we got him a tutor another evidence of the belief in his potential, and his grades came up dramatically.

(H., a 15 year old female)

H. began the program as a reclusive, shy, not social young woman. Her parents recently arrived from Asia, are starting a small restaurant and H. must work every day from 3:30-10:00 p.m. The cohesiveness and sharing of the group has given H. a feeling that she "belongs" and is a worthwhile person. H. is very proud that she was selected by the program. The skills she has gained from specific group exercises and encouragement have helped her become more social and confident. She went from a shy, retiring young woman to being selected president of a Future Business Leaders of America Club at school. She is becoming a more confident and contributing member of her group and at school.

6/5/91

To: Ken and Linda Rawlings

From: Marilyn Harryman , Counselor

Subject: Thoughts on what makes the Motivational Program successful.

Self-assessment at ages 14-17 is indeed tricky...it is interesting to consider how many decisions we may be living with that were made at that age.

More students are "At-Risk" than ever. Some who at 15 seem "most likely to succeed" may have insurmountable problems at 17.

Cal Grant A & B as well as other scholarship money is not as available as it was. It is discouraging!

College expenses are outrageous! College isn't for everyone - but advanced learning is!

Students suffer from "over choice" and "self-doubt". They do not have enough understanding of themselves and what opportunities are available to help make critical decisions. The program improves the odds that they will make better decisions.

Intervention of the nature you are providing gives more students a chance to make better decisions which affect their future.

The key is recognition that money alone isn't what makes the difference. You have clearly made a commitment to providing long range individual contact over a critical period of time from experienced professionals. That is different and costly, but probably will make a decided difference for most of these students. Hopefully it is more rewarding for you to be involved to this depth than simply giving money.

Although there is none other in the world like Merrill, finding a person with extensive school counseling experience to develop and guide the program is essential to a successful program.

OVERALL POSITIVE RESULTS OF PROGRAM

A. The program has helped raised the self-esteem and level of aspirations of the students. This is evidenced by the student evaluation and their accomplishments.

B. The program helped improve communication and relationships at home according to the student and parent evaluations and comments.

C. The program helped the students begin to see themselves as "winners" and to take steps to achieve more in their academic work and personal growth.

These positive results might be attributed to :

1. Being recognized and valued. Being accepted into the program; being valued; being encouraged.

2. Having the program constantly validated by group meetings; having a personal counselor; the whole-hearted support of Ken and Linda. This provided constant reinforcement that they are important and have great potential for personal and academic growth. And, they will be helped financially in college !!

3. Specific exercise and activities focused on improving communication skills and on valuing themselves. Ideas on how to set and achieve goals presented in group meetings.

4. By having parents a part of the program, help can be given on helping them learn to better accept, understand, appreciate, guide, and communicate with their student.

Otis Spunkmeyer Cookies

The Otis Spunkmeyer Gift (or Grant) Guidelines

(For students graduating from high school in the Student Motivational Program)

Students would fall into three main categories: those planning to attend:

(a) specialized training schools (must be accredited by recognized association);

(b) 2 year Community Colleges;

(c) 4 year Colleges or Universities.

Because of the variety of situations presented, gifts will be considered individually, but in general, the following guidelines would prevail:

(a) Students must be enrolled in and continue in good standing in the institution attended.

(b) Students must sign a permission form to allow a representative of Otis spunkmeyer, Inc. to have access to the student's records.

(c) Funds would be allocated on a reimbursement basis, with evidence in the form of admission's office receipts and/or transcripts, plus bookstore receipts showing receipts for books and required supplies purchased for the specific courses in which the student is currently enrolled. (The responsibility is entirely up to the student to supply the required evidence, according to procedures to be explained later).

(d) Reimbursement will be limited to a total of 4 years. It will be limited to course work completed within 4 years after the student's class graduates from high school, or 4 years after early graduation, whichever comes first.

(e) Based upon a subjective evaluation by the Otis Spunkmeyer Counselor, of the student's attitude, effort, attendance at school and meetings, and progress in their efforts in meeting the goals of the Student Motivational Program, a stipend to be used at the student's discretion, may be awarded. The first stipend would be available at the start of attendance at the chosen institution subject to the student's successful course work. Subsequent payments would continue based on the student submitting the required evidence within the time limitations.

(Continued on next page)

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Otis Spunkmeyer Cookies

Gifting Guidelines Details

Maximum allotments for students attending:

Two-Year or Vocational School (must be accredited by recognized Association)

Category	Quarter	Semester	Yearly
Registration and Required Fees	$ 83.33	$ 125.00	$ 250.00
Books and Supplies	100.00	$ 150.00	$ 300.00
Discretional Funds	0 - 160.00	$ 0 - 200.00	$ 0 - 360.00

Four-Year College or University (must be accredited by recognized Association)

Category	Quarter	Semester	Yearly
Registration and Required Fees	$ 266.67	$ 400.00	$ 800.00
Books and Supplies	$ 133.33	$ 200.00	$ 400.00
Discretional Funds	(Same as for Two-Year or Vocational School)		

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May 15, 1991

Ken and Linda,

For all you have done ... for all you will do for the youth of America — thank you for having the courage of your convictions. My son is a scholarship student — and my FBLA chapter holds a franchise on the Alhambra High School campus in Martinez. Your good works and vision will surely be rewarded.

Sincerely,

Carol Nelson Shaw

Ken and Linda Rawlings~ May 14, 1991

I am writing to you to tell you about my experiences with the Student Motivational Program. First, I would like to thank you for accepting me into the program. I find it a great comfort to know that I will always have people there to support me and help me with my decisions.

The meetings that we have every month are fun and I look forward to them. Thankyou again for all your confidence in us. It is greatly appreciated.

Sincerely,
Jennifer Hoch

May 14, 1991

Dear Ken & Linda,

I would like to take the time to thank both of you for putting so much faith in all of us. You'll never realize just how much you're appreciated. I feel really confident about my future. You have supported me in a series of ways! Thank you just doesn't cover it. So remember that you are thought about often and really appreciated.

I am looking forward to spending my next two years with you and this program☺

Sincerely,

Angela
Elaine
Elred!

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KEN & LINDA.

16/MAY/01
9:03 PM

I FEEL I CAN ADDRESS YOU BY YOUR FIRST NAMES EVEN THOUGH WE HAVE NEVER MET. I FEEL WHAT YOU & YOUR COMPANY HAS DONE FOR MY DAUGHTER I CAN TAKE THAT LIBERTY AND CONSIDER YOU A FRIEND. PLEASE KEEP UP ON ALL YOUR EFFORT & UNDERSTAND THAT I FEEL DOUG CALLOW HAS BEEN PUTTING UP A GREAT EFFORT TO KEEP THE MEETINGS FAMILY ORIENTED & ENTERTAINING.

RESPECTFULLY YOURS

DAVE S. BLAU

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May 11, 1991

Dear Mr. and Mrs. Rawlings:

My husband and I would like to thank you for the time, effort, and money you have put into the foundation on behalf of our son Jens Andersen. We feel the program has opened a window in Jens' life and helped to broaden his horizons (hard to do with some eighteen year old boys).

We especially want to express our gratitude for Merrill Callow. People like Merrill are the vital connection in this type of program. He is a very special person - kind and understanding, but firm and objective.

We have five children, all of whom we intend to send to college. Jens is our oldest and has had to bear the burden of being our guinea pig. We are grateful to Otis for lessening the load and also providing guidance to our son during a very frightening and confusing time (for him and us). The Otis Spunkmeyer parent meetings helped us through some times when we thought we were the only family going through "senioritis." Jens has also benefitted from sharing with likeminded peers. He also really enjoyed the personalty analysis tests. Best of all, of course, were the Warriors tickets. ☺

We wish the best of luck to you and all of your endeavors. Thank you for your foresight and generosity. God bless you and your family.

Sincerely,

Robert and Marilyn Stewart

To Mr & Mrs Rawlings

Thank you for sharing the belief that the students of today are the society of tomorrow and that the actions we take in shaping their future can only benefit in a better, more knowledgable group capable of making a better world. Your program has helped us to make a commitment find any means possible to make sure our son gets his college education. His commitment to do the same has been reinforced by being in the program. ~~and his~~

Our son has always been a can-do person when he sets his mind to it and this program has shown him that there are more people who care that he achieves all he can than just mom and dad, and are willing to share the expanse. A special thanks to Merrill Callow for all his help and dedication to making the program work as well as it has, and by laying the foundation can continue as a proven positive experience for future candidates in this program.

Thanks again for all your help.

Bill Weightman

Class of 1991

P.S. The sky box seats at the A's game were great thanks.

PSS I love your rookies. Keep up the good work.

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Dear Mr. and Mrs. Rawlings,

Thank you so much for starting this program. It really has been a great encouragment to me. My attitude has become positive towards school and each time out of the shoot I want to be the best I can be. Your enthusiam for and with this group has really motivated me to work as hard as possible. My acedmic preformance has improved since I have joined the group. Thankyou for the effort you make. Since I have been participating in this group learning has been soo much funner.

With much appreciation,
Denika Enriquez

Dear Ken & Linda Rawlings) May 9, 1991

You two are great people. Your outreach is so rare in a world like this, especially for teens. I can't believe I am graduating and have been in the program about three years. It's helped my Mom and I grow closer together and a support system for each other has begun! My Dad appreciates your care for me too, he proudly put on the ~~Ford~~ Otis Spunkmeyer license plate frame as soon as we received it. He ~~#~~ even tells the guys at his work about it. Though college will cost my parents and I a lot every portion of money will help and we all know how expensive college books are these days. I could go on with appreciation to you both and the great lady (Marcie) as our advisor. Take care and I hope to stop by and say hi soon!

Thanks again
May God Bless You
In Heaven

♡ Linda Lowrie

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Mr. MILLER. Brian?

Mr. MURPHY. Hello. I am Brian Murphy. I am the Director of External Affairs, and Associate Professor of Political Science at San Francisco State.

What I would like to do is introduce a program of cooperation that we have initiated with the San Francisco Conservation Corps, which intends to make available university education to low income and primarily nonwhite persons, men and women, for whom that education has traditionally been inaccessible.

What I would like to do before asking my colleagues from the Corps to speak to the program is provide some context and background for the project that we are working with the Corps.

First of all, the broad policy context is provided by the revision of California's master plan. Prior to going to San Francisco State, I was the chief policy consultant for the legislature's review of our master plan, and the chair of the legislative committee. Mr. Vasconcellos requested that I bring you copies of our report.

This report provides the broad policy framework within which we support the next 10 years of struggle within the legislature will take place around the future of higher education. One of its principal policy goals is to insist that the institutions of higher education engage in far more intersegmental and interinstitutional arrangements, both between themselves and between higher education and the K through 12 system.

I think it is historically the case and certainly in the main still the case that higher education is fundamentally and institutionally passive as regards the populations of people who come to it. We accept those who apply in the main, and it has not historically been the case that the universities have very aggressively intervened in the educational or social process that produce the applicants.

San Francisco State and a number of other institutions have attempted to reverse that, and the program of Corps to College is part of that reversal.

The immediate program context for the Corps to College program is San Francisco State's step to college program, which I would like to describe to you for a second. What step to college is is an effort by our university faculty to take university level courses directly into the high schools where we offer university level critical thinking courses for high school seniors, sometimes juniors, using our university faculty in their schools.

The targeted schools are primarily low income, minority schools. These are extremely high quality university courses which provide the students the occasion and opportunity to prove to themselves that, in fact, they are capable of going on to college, and indeed regardless of their background, GPA, the courses are available to them.

This program was started in 1985 at Mission High School with a pilot of 15 students. In the years since 1985 to now, more than 5,000 students in San Francisco and the Bay area schools have gone through this program. Of those 5,000, San Francisco State has brought more than 2,000 on to our campus as matriculating university students. More than 2,000 others have gone on to other universities and colleges.

The program has no possessive desire that they come only to State. They can go anywhere they wish to go. Of those that have come to San Francisco State in the previous years, we have a retention rate among the students of over 70 percent, which is astonishingly high, and indeed I think ranks with the retention rate of any cohort you are likely to come across in our institution.

Parenthetically, the institution was also part of a general turnaround at Mission High School where it began, where 6 years ago 15 percent at most went on to college. As of this year, 90 percent of the students at Mission High School now go on to college, quite talented staff and leadership at that institution.

I would like to add in relationship to the earlier testimony that the provision of financial aid at our institution has been absolutely critical to the retention rate I just mentioned. The social and substantive part of the program is that these students become in their higher school years a community of learners. That community is then brought forward into the institution. This same logic of step to college we are now working with the San Francisco Conservation Corps in what we are calling Corps to College.

We have just initiated this year a pilot program where we are bringing the university level course to the San Francisco Conservation Corps members. The course is in black studies, in critical thinking taught by one of our professors, James Todd. What we are doing, as my colleagues here will tell you in more detail, is we are making the exact same experience that was in step to college available to Corps members, persons who have just received their GED and for whom, again, college education has not traditionally been something that they either had in their minds or that anyone every told them was available to them.

This course is other than and different from a counseling intervention or an effort to motivate someone in the substantive sense that it is an actual faculty person in a course, and the success of the students then provides its own motivation.

We are also in the process of helping to design with the Conservation Corps what we all a conservation college in which our faculty and Corps staff are currently now designing a 2 year interdisciplinary lower division program of work study in the environmental sciences, prompted by the imminent handing over into the domestic domain of the San Francisco presidio.

We are attempting to design a unique 2 year undergraduate program that would unite the resources of a great university with the resources of a truly great urban Conservation Corps, their tremendous proven ability to build work programs and our intellectual academic programs combining in a work study program where students could be studying environmental sciences at the same time that they are practically involved in wetlands restoration, stream rebuilding, reforestation in the local area.

This college would be available to the GED graduates of the Conservation Corps and to any high school graduate, whether they are step to college or not. Its intention is to make careers in the biological and environmental sciences accessible to entire populations of students for whom they have not traditionally been accessible, with the parenthetical side benefit that it might produce the first serious cadre of nonwhite environmental activists as well.

So those two programs, the Corps to College and the conservation college are an effort by our institutions to step out of an isolation that is more historically the case, though there is a long tradition of these things at San Francisco State.

I would like to hand it over to my colleague, Mary Duffy.

[The prepared statement of Brian Murphy follows:]

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Field Hearing: Committee on Education and Labor:
Subcommittee on Postsecondary Education
Congressman George Miller
Diablo Valley College, Pleasant Hill, CA
Friday, June 14, 1991
Testimony: M. Brian Murphy, San Francisco State University
Mary Duffy, San Francisco Conservation Corps
Johnicon George, San Francisco Conservation Corps

M. Brian Murphy

Good morning. I am Brian Murphy; I am Director of External Affairs at San Francisco State University, where I also teach political science. I am glad to be here, and briefly introduce an innovative program designed to increase the entry of poor and minority youth to our University, and then their success within it. By way of the briefest setting of context, San Francisco State is a comprehensive urban university with over 29,000 students. More than half of our students are non-white, over 6,000 were born outside the United States, the average age is over 27. Our students range from 17-year old high school graduates to men and women in their sixties returning to the university.

Like most universities, the bulk of our enrollment comes to us, not we to them. Indeed, I think it more the norm in higher education that colleges and universities have seen themselves outside the educational and social process which produce high school graduates--passive recipients of those who made it through other systems. Our Step to College, Mission to College, and now Corps to College programs reverse that process, and use our university faculty to enter into the local schools, to intervene in the education of young people.

Briefly, our Step to College program takes university faculty into local high schools where they offer university-level courses in critical thinking and other subjects. These courses are open to any student; they receive university credit for their work. These courses are rigorous, demanding, serious. Aimed primarily at Black and Latino students, the courses are taught by regular university faculty, principally from the departments of Black Studies, La Raza Studies, and Administration and Interdisciplinary Studies.

Three things characterize this approach. First, the courses provide an opportunity for students to succeed. Proving to themselves that they can do the work, aided by extremely committed faculty, they are then recruited into college. Second, they learn, as a practical matter, invaluable skills. When they arrive at the university, they are more prepared and better able to cope. Third, and critically, they form a reinforcing community of learners who work with one another and teach others. These communities continue in their college years.

The results are clear. Since the programs inception, we have enrolleld more than 5,000 students in Step to College classes. Of those, more than 2,000 have come to San Francisco State, and another 2,000 plus have gone on to other two or four-year institutions. Of those who have enrolled at San Francisco State, we have a retention rate of over 70%, a higher retention rate than almost any other cadre of students. I have appended a brief article by the program founder and coordinator, Dr. Jacob Perea; this provides greater detail and some relevant statistics.

The Step to College approach is the heart of our new Corps to College program, where we are joining with the San Francisco Conservation Corps to offer university courses to Corps members. One of our students is here today, as is one of the Corps staff leaders, to tell you about that program.

The Corps to College program is the first step of a broader collaboration between San Francisco State University and the San Francisco Conservation Corps. In these initial steps, the primary focus is making our university more accessible to Corps members. But even in these initial stages, our long-term goal is to build a much broader program, one available to both Corps members and other entering university students.

Briefly, our faculty and the Corps staff have been developing the curriculum for a "Conservation College," a two-year interdisciplinary program of study which combines university instruction with practical work. Focusing on questions of the environment--both human and biological, social and ecological--we aim to construct a program of study which dispenses utterly with departments and formal disciplines, while still qualifying students for full junior standing within a university upon completion of the program.

The centerpiece of the curriculum is a wedding of academic work and work experience. While studying the natural history of the Bay, for example, the students will also be engaged in wetlands restoration, reforestation, streambed reconstruction. Models for this sort of education are relatively well known, especially the programs at The Evergreen State College in Olympia, Washington.

From an intellectual standpoint, the program offers a chance to develop new curricula, aiming to develop students with a more integrated and interdisciplinary approach to environmental issues. From an institutional perspective, the program establishes a partnership between a major university and an urban conservation corps. This will mean several things for us. First, we will be working with a proven organization whose forte is developing work programs for youth. Second, the work is not "make-work"; it is contracted project work for public and private agencies. Third, it will collapse some of the traditional distance between academic work and the practical work on the front lines of the environmental issue.

Finally, and critically, the target group for the program is inner city youth--both high school graduates and the GED graduates from the Conservation Corps. This will combine two streams of primarily poor and non-white students in ways which we believe can work to the advantage of both. And, as a direct result, we hope to bring a cadre of non-white students into fields of study--the biological and physical sciences, and integrated social sciences and humanities--which will prepare them for careers in which minorities are currently underrepresented. Most specifically, the program may bring into the environmental sciences the first significant cohort of non-white students.

These two programs of collaboration with the Conservation Corps--Corps to College and the Conservation College--share the same logic of our Step to College program. That is, the university will not remain passive with regard to the "availability" of poor and minority students. We will act to provide university education in settings where the students are (whether in high schools or work programs like the Corps), and we will provide programs of superior quality and standards. These programs will carry out the mandate of California's revised Master Plan for Higher Education that institutions of higher learning integrate their programs with those of other institutions, that intersegmental cooperation be the norm rather than the exception.

Mary Duffy

Congresswoman Unsoeld, Congressman Miller, it is indeed a pleasure to have the opportunity to speak with you today. My name is Mary Duffy and for the past year and a half I have served as the Program Director for the San Francisco Conservation Corps. Our Corps, founded in 1984, I'm proud to say, has become the model of other urban conservation corps that have sprung up across the country.

Given your background, Representative Unsoeld, I'm sure you can understand the similarities between a mountaineering expedition, and the obstacles presented in making education accessible to young people in our country. At first glance, both of these challenges may seem insurmountable and the way to the summit treacherous, but by proceeding with perseverance and taking one step at a time, the goal is reached. That's the way we approach learning at the Corps.

The San Francisco Conservation Corps has a history of innovative educational programs. It is an experientially-based model of learning-through-work, combined with a rigorous academic GED program and is providing many of its Corps members with a well-rounded education.

This year we took our learning model one step further by joining with the Step to College program at San Francisco State University to create a new educational component called "Corps to College."

Through the support of the university, we are now in a position to offer the opportunity of a higher education to a generation of young people who have historically been underserved.

To explain the Corps to College program, and this new joint venture between the Corps and San Francisco State, it is my pleasure to introduce Mr. Johnicon George, a Corps member and one of the key team members of this educational expedition.

Johnicon George

Good morning, members of Congress, my name is Johnicon George, and it is a pleasure to be here and speak on an issue that is important to me and my community. First, I would like to say something about the San Francisco Conservation Corps. I became involved in this program through the San Francisco

Sheriff's Horticulture Program. The Corps is an excellent program for youth in San Francisco. It has helped me build my personality and self respect. As a Corps member, I learned technical skills in building decks and constructing playground structures.

Later, I was selected to work in the San Francisco Conservation Corps Youth In Action program as a team leader. This program works with middle school students in San Francisco. In this program, I taught these younger students about environmental issues and how they can improve the environment in their own community. I also supervised them on work projects. Being a team leader helped me build my leadership skills at the Corps. I am now the facilitator for the Corps member forum at the Hunter's Point Center. In this forum, Corps members discuss issues that concern us, and then present proposals on these issues to staff.

In the past year I feel that the Education Department at the Corps has really improved. Corps members are getting what they really need whether it be a GED, English as a second language, or a college course. Myself, I am in the first Corps to College class. I really like this class because it shows me that you don't have to have a 3.0 grade point average coming out of high school in order to go to college. This is what youth that only have a GED need to know.

This course, held on the San Francisco State University campus, has given me the desire to further my education, get a four-year degree, and feel a part of the campus community. The course is offered through the Black Studies Department and focuses on critical thinking. I find this very rewarding because I am improving my reading, writing, and listening skills, and am also learning about my history as an African American.

When we attend class on Fridays we might be looking at a video or listening to a lecture; whatever we do we must take notes because our homework could be a three to five-page essay on the topic. My classmates and co-workers seem to enjoy the class also. It doesn't matter the race, color, or creed; everyone enjoys the class. I think that's important and is made possible by the way we work together for a grade and the inspiration and motivation that our teacher and mentor, Jim Todd, gives us.

In closing, I think we should have more programs like this on a federal, state, and local level. So I ask for your support. Thank you.

STEP TO COLLEGE AT SAN FRANCISCO STATE UNIVERSITY

Jacob E. Perea, Coordinator

STEP TO COLLEGE AT SAN FRANCISCO STATE UNIVERSITY

Step To College (STC) is a program which begins with recruitment and advising of students in high school, offers students college enrollment while still seniors, assists in the transition to the university and provides support for them while at San Francisco State University.

Step To College is presently established in sixteen public high schools in San Francisco Bay area. In addition to San Francisco, STC programs are located in Berkeley, Oakland and Half Moon Bay. STC is located in schools which have large numbers of Black and Hispanic students or have isolated groupings of disenfranchised youth.

In 1984 the year prior to implementation of STC at Mission High School only two Mission Hispanic students enrolled at San Francisco State University according to university enrollment figures. Data from Mission indicate that no other Hispanic students went on to a four year institution that year. This example is similar for many of the high schools where Black and Hispanic students are enrolled in any number. Also, the dropout rate for this same group of students is high. In a study recently completed by the San Francisco Unified School District, it was found that the Black high school youth dropout rate is 48% and for the Hispanic, 49%. In a comparison of numbers of Black students beginning the ninth grade and those remaining in the 12th, the figures show that large numbers are not remaining in school. For example, in one high school the number of Black freshmen entering the school is approximately 190, Black seniors at the same school number 32. This trend at this particular

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school has been the same for the past five years.

The alternative of university studies for Black and Hispanic students continues to be limited by numerous outside influences. Most Black and Hispanic students attending inner-city schools do not subsequently attend a university if in fact they complete middle or high school. Studies funded by the California State University System have found that even when Black and Hispanic students do graduate from high school only 15% are prepared to enter a four year institution (Hispanics and Higher Education: A CSU Imperative, 1985). Moreover as the educational reform movement progresses, we find that these very students continue to be ignored (An Imperiled Generation: Saving Urban Schools, Carnegie Foundation Report; 1988). The ultimate goal of the Step To College program is simply to begin to forage a collaboration between the university and public schools from which the praxis of educational reform can take place.

The Step To College program design consists of enrolling Black and Hispanic high school seniors as college freshmen and offering university-level courses from the La Raza Studies, Black Studies and Administration and Interdisciplinary Studies Departments at the high school site. In preliminary discussions with administrative personnel at Mission High School, it was decided that the program should be on the high school site. This decision was reached because it was felt that Hispanic parents would not allow their children, in particular the young women, to travel at night to the university campus. In addition, a decision was made to hold the class one afternoon a week directly after class in order to increase

attendance. Also, as many of the students worked after school, we knew that we could not ask them to attend more than once a week. Because we believed that the students had to have an incentive beyond just taking a class, it was determined that the class to be selected was one which would carry a university General Education requirement. To that end, the course selected was one which meets the university Critical Thinking requirement. The class was held exactly as if it were offered at the university utilizing texts and readings selected from the regular curriculum.

Possibly the most motivating aspect of the program occurs when the students travel to the university to have their photo ID's taken and most particularly when they receive them. At that point they realize that they are in fact university students. We have been told numerous times by STC students that when they showed their ID cards to friends and family they felt great pride. Not only did they feel different, they were different.

From the initial pilot program held at Mission High School during 1985-1986, 15 Hispanic students enrolled at San Francisco State in the Fall of 1986. In the years prior to Step To College only 2 or 3 Hispanic students enrolled in a four-year college. Of this first group of Hispanic students to enter SFSU the following is known:

1. Seven students are still enrolled at SFSU. Their range of GPAs are 2.2 - 3.4 with the median 2.7. One has overcome probation and two have been on the Deans list two or more semesters. Their undergraduate majors are :

Nursing, Engineering, Industrial Technology, Business Computer Science, Psychology and 2 are still undeclared.

2. One student left after 5 semesters to work and had a GPA of 2.8. One student left after 4 semesters and had a 2.0 GPA. Four students left after 3 semesters and their range of GPAs is: 3.4, 3.1, 2.7, and 2.6. One student left after the first semester and had a 3.5 GPA and the final student left during the first semester.

3. One of the original pilot group enrolled for the fall of 1989 as a first-time freshman.

4. None of the students who left the university did so because of poor grades.

Additionally we know the following:

1. Only two members of the initial group of students were native born.

2. The average number of years in country was fewer than four.

3. The School GPA mean for the group was 2.4.

4. The SAT combined for the group was approximately 480.

4

5. Only one of the initial group of 15 had decided prior to participating in the STC program to attend a college or university.

Given the traditional college going and retention figures for Hispanic students who fall into the above characteristics, our figures for the first year's group indicate that we need to look more closely at how we negatively identify and exclude Hispanic students from the college "track". The STC model presents a method whereby the university and the public schools can work together to build a situation that produces success.

Since its inception, the program has included the following components:

1. Identification and recruitment of students of color into an identified and highly visible program with the clearly stated goal of high school graduation and subsequently, college graduation.

2. Course placement of program students with a specially selected group of teachers who choose to be involved with the program and who support the program's philosophy.

3. Offering freshman college courses which receive college credit to high school seniors. These courses are offered at the high school site by university faculty selected

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for a) their reputation as respected university instructors and b) their ability to effectively teach the students in this program. In most, but not all cases, these instructors are faculty of color and are bilingual.

4. Close collaboration between the university and the district and high school to facilitate procedures for admission to the university.

As the program has evolved over the past four years, the following additions have occurred:

1. Expansion of the program to include 11 high schools in San Francisco and to include schools in Berkeley, Oakland and Half Moon Bay.

2. Expansion of the program at Mission High School to begin to implement a pilot college core curriculum program (Mission To College) with recruits students during the eight grade.

3. Establishment of an Academic Fellowship Program for 30 at risk students which provides financial incentives for maintenance of good grades.

4. Evolution of curriculum changes through cooperative planning involving program teachers and university faculty.

5. Submission of a grant proposal to the Office of Education, Bilingual Division which is specifically designed to involve Limited English Proficient students in the Mission To College program.

6. Establishment of a Teacher To College program which allows high school teachers on sabbatical to be hired at the university as instructors to teach Step To College students who have transitioned to the university thereby continuing the "bonding".

7. Establishment of a Peer Resource Training program at the university which trains STC college freshmen as peer resources to return to their home high school to work with ninth graders.

8. Advisement and mentoring involving the three departments which offer the university courses.

Key Elements

The idea of recruiting students of color for university study is not new, nor is the providing of university credit for university level work in high school. Why then has this program achieved success?

1. A substantial number of high school teachers and administrators, along with the university instructors communicate a consistent message to students - that they can succeed in college.

2. Step To college is presented as a high status, attractive program rather than a remedial, second-best program.

3. The on-going "surrogate family" support groups fit easily into the cultures of the students involved and augment the frequently minimal support which can be provided by the student's family of origin.

4. All teachers make a concerted effort to adapt teaching methods and materials (but not standards) to the cultural and educational background of students. They are willing to give more of themselves than the program and the job requires because they believe in the students.

5. Cooperation between the university and high school (and

school district has been real rather than perfunctory.

6. The STC program is open to all seniors in the participating school. In the initial pilot year, the Hispanic students remarked that if the program were to really be special, then all students should participate. This has turned out to be one of the most important discoveries of the program.

7. The STC program does not lower standards, it removes barriers.

8. Perhaps most important of all, there have been key individuals in both the university and high schools whose vision was undaunted by defeatism among colleagues or by bureaucratic roadblocks. Through their perseverance they have, eventually, been able to locate enough support among colleagues and administrators to make the program possible.

	1986-88		1989		1990	
	AVG. # OF STUDENTS (226 GRADS)	% OF GRADUATING CLASS (226 GRADS)	# OF STUDENTS (226 GRADS)	% OF GRADUATING CLASS (226 GRADS)	# OF STUDENTS (181 GRADS)	% OF GRADUATING CLASS (181 GRADS)
U.C.	6.3	2.7%	18	8%	18	10%
C.S.U.	15.3	7%	65	30%	77	43%
PRIVATE 2 OR 4 YRS.	5	2.3%	16	6%	13	7%
COMMUNITY COLLEGE	Unknown	Unknown	87	40%	54	30%
TOTAL COLLEGE-BOUND		Unknown		84%		90%

	CLASS OF '90 % CHANGE OVER CLASS OF '89	AVG. INCREASE OF '89 & '90 OVER PREVIOUS 3 YRS ('86-'88)
U.C.	+2%	333.3%
C.S.U.	+13%	521.4%
PRIVATE 2 OR 4 YRS.	+1%	282.6%
COMMUNITY COLLEGE	-10%	Unknown

MISSION HIGH SCHOOL COLLEGE GOING RATE
SUMMARY REPORT 1988

TOTAL SENIOR CLASS	349	
TOTAL NON-GRADUATES	55	
TOTAL GRADUATES	294	100%
TOTAL NON-COLLEGE ATTENDANCE	24	8.2%
TOTAL ATTENDING POST SECONDARY SCHOOL	270	91.8%
TYPES OF COLLEGE ATTENDED		
COMMUNITY COLLEGE	85	31.5%
CSU	150	55.2%
UC	9	3.3%
PRIVATE/OUT OF STATE	8	3.0%
TECHNICAL SCHOOLS	19	7.0%
TOTAL ATTENDING 2 YEAR AND TECHNICAL SCHOOLS		38.5%
TOTAL ATTENDING 4 YEAR INSTITUTIONS		61.5%
COLLEGE ATTENDANCE BY ETHNICITY (% = N/270)		
BLACK	22	8.1%
CHINESE	62	23.0%
FILIPINO	32	11.9%
LATINO/CHICANO	87	32.2%
OTHER ASIAN	40	14.8%
OTHER NON-WHITE	19	7.0%
OTHER WHITE	8	3.0%

WORKING TITLE

INTRODUCTION

Photo by Terry Lorant

From the President

The San Francisco Conservation Corps, which 8 years ago became the first urban conservation corps in the country, has received international recognition and has served as the model for similar programs recently established in more than 40 cities across our nation.

The program has employed, educated and trained thousands of young people who developed character and civic consciousness through rigorous work on public projects. In the process, Corpsmembers have materially improved the environment and quality of life in our City.

As this newsletter shows, the SFCC has become what it set out to be: a highly spirited and disciplined work force providing quality public services for San Francisco, and a youth leadership and development program reflecting the cultural diversity of our community.

J. ANTHONY KLINE

From The Director

Welcome to Working Title, the San Francisco Conservation Corps' first newsletter published to inform you of the various activities and successes of the Corps. The quality of the work projects we have performed, and the number of Corpsmembers graduating with GEDs this semester speaks to the viability of SFCC as a youth development organization. The dual role of the Corps as a youth leadership and public service agency becomes even more critical as we face drastic reductions in government services and education funding. Our continued ability to grow and meet the needs of San Francisco is due to the support given by many corporations, foundations and public agencies. As you read the following articles written by staff and Corpsmembers I trust that you will find your money well spent. If you are interested in finding out more about any of the activities mentioned in the newsletter please feel free to contact me or one of our staff. I am very pleased with our first issue, and hope that you enjoy hearing about the Corps.

ANN COCHRANE

WORKING TITLE

San Francisco Conservation Corps
Bldg. 111 Ft. Mason, San Francisco, CA 94123 (415) 928-7322
Volume 1, Number 1 Summer 1991

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Community Development SFCC Style

The San Francisco Conservation Corps has been awarded $950,000.00 from the Mayors Office of Community Development (MOCD) through Community Development Block Grants for the current year. The Conservation Corps first received funding from the Community Block Grants in 1985. Since that time SFCC has worked on the open spaces of over 175 public agencies and non-profit organizations. The scope of the Corps' work has included the installation of playstructures and other recreational facilities, landscaping, graffiti eradication, and the development of gardens, pathways and rest areas.

For fiscal year 1991 the Conservation Corps has already completed work at seven open space improvement projects. One of the most impressive projects took place at the Kennedy Tower senior housing site on Sacramento Street in San Francisco. The San Francisco Housing Authority asked SFCC to develop the back yard area to make it more suitable for recreation and relaxation by the seniors who reside at Kennedy Towers.

Crew Four, led by Work Supervisor José Aguilar, took a rather unattractive and run down yard and converted it into a cozy outdoor facility complete with game table, benches, attractive board fence to serve as a windbreak, and beautifully landscaped yard with an array of new plants and flowers. The project was not only beneficial for the residents of the apartments, but the Corpsmembers themselves learned a variety of new carpentry and design skills with the installation of the fence. Corpsmember Francisco Ayala stood proudly next to the new fence after its completion and exclaimed, "now I know how to install a fence and maybe someday I will put one in at my own house."

The Conservation Corps has twelve additional MOCD projects to undertake during the remainder of the year. This summer SFCC will be installing playstructures at eight schools and childcare centers. The Corps will also be conducting an exciting project at Bernal Heights Community Garden where some major renovation will be tackled and an irrigation system installed. Finally SFCC awaits anxiously the start-up of a garden at San Francisco Log Cabin Ranch for Boys. This will be the Corps second consecutive year doing public space improvements for Log Cabin. SFCC will construct a variety of things for Log Cabin's agriculture program including a headhouse for seedlings, raised garden beds for fresh cut flowers, and the completion of a greenhouse facility.

JOHN WEISS

Preventing Earthquake Damage

The San Francisco Conservation Corps has been awarded a grant of $475,000 from the Office of Emergency Services to provide over 75 low income homes with earthquake damage mitigation improvements. The improvements will include bolting down foundations, strapping hot water heaters, and improving access to gas shut off valves.

The project will be carried out in conjunction with the Mayor's Office of Housing, who will provide matching funds, and the Owner Builder Center(OBC) of Berkeley. OBC, considered to be the experts in hazard mitigation, will be providing a hands-on training program designed specifically for the Corpsmembers and Supervisors assigned to the project.

In addition to providing the improvements, SFCC will be preparing manuals, videos, and other training materials to enable this project to be replicated. Also, Corpsmembers who show exceptional skills and interest may be provided with additional training to enable them to pursue a contracting career after they finish their stay at SFCC.

SFCC's participation in this project is a direct result of the Corps' performance following the '89 earthquake. In the days and weeks after the quake, SFCC worked around the clock to help the residents of San Francisco recover from the devastation. The dedication, professionalism, and compassion that Corpsmembers showed earned the attention and commendation of local, state, and national leaders.

DOUG BIGGS

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Photo by Debra Mosca

Learning To Learn

On June 28th SFCC will celebrate the graduation of 20 Corpsmembers in the GED program and 15 graduates of the Corps to College program. This milestone will honor the individual success of the young men and women, and the overall success of SFCC's education program.

The goal of the education component is to provide Corpsmembers with a rigorous academic program that will teach them how to read, write, and think critically. Corpsmembers are provided with a range of free classes and services that will help them to achieve this goal. The classes are held weekday evenings and all day on Friday.

When Corpsmembers first join, they are given a battery of tests and assessments to determine their level of competency in a variety of subject matters. Based on the results a Corpsmember is placed into either an Adult Basic Education (ABE), GED or Corps to College class.

The ABE courses have been contracted through Youth for Service, a non-profit youth service agency in San Francisco. SFCC has been fortunate to utilize YFS's computer learning center where Corpsmembers can develop their basic reading, writing and math skills with the help of the latest in "state of the art technology." The lab includes interactive computer video programs as well as an assortment of Computer Based Training (CBT) programs. These programs are ideal because they are self-paced learning modules that accommodate learners of various skill levels. Corpsmembers also have the opportunity to develop skills in computer technology.

The GED component is a major focus of the SFCC, because the majority of Corpsmembers fit into this category. The GED program is offered in both English and Spanish and classes are held at both the Fort Mason and Hunters Point Centers. Each component offers 3-5 subject areas, and Corpsmembers work on one component during their morning classes and one during their afternoon. The GED component has produced very positive results, 1/3 of all candidates will graduate with their GED diploma this semester.

Corpsmembers who complete the basic academic courses are offered a variety of lifeskills classes including ESL, Family Life and Health, Video Production, First Aid, and Crewleader Training. Also included in lifeskills training are Friday educational programs where guest speakers from the community talk about various topics of interest to the Corpsmembers.

The education program is supported by the Luke B. Hancock Foundation, The Bernard Osher Foundation, The Gap, and the Hearst Foundation.

MARY DUFFY

YOUTH

DEVELOPMENT

Recruiting Update

Robert Faulstich has joined the SFCC staff as Assistant Job Developer. This part-time position was established to help the Recruitment and Placement Coordinator Martine Carlton hire and train new Corpsmembers, as well as provide job counseling and placement for those leaving the Corps. Funding is being provided by the San Francisco Foundation.

Robert comes to SFCC from the Center for Southeast Asian Refugee Resettlement, where he worked as a Job Developer with refugees and recent arrivals to the U.S. He speaks many languages including Mandarin, Khmer, and Spanish, and has travelled and taught throughout Cambodia and Thailand.

In the short time he has been here, Robert has already developed a new multi-cultural promotional flyer to attract more diverse applicants. The flyer will be distributed in six languages. He is also working on a brochure to appeal to prospective employers, stressing the benefits (and there are many) of hiring a Corpsmember.

Martine and Robert have referred more than twenty Corpsmembers to employers in the past six weeks. Prospective employers include the Save Energy Co., Royal Hawaiian Seafood, Hyatt Regency - Fishermans Warf, Carpenters Union #46 and the Golden Gate Bridge District. The team is currently designing a new job search workshop to teach exiting Corpsmembers interviewing, presentation, and resume writing skills. Classes will be taught in Spanish and English.

MARTINE CARLTON

First Corps to College Program a Success

In January SFCC and San Francisco State University launched an innovative joint venture that will lead to a college education for some motivated Corpsmembers. The Corps to College program brings Corpsmembers to the SFSU campus for a series of classes in Ethnic Studies, College Preparation, and Creative Thinking. The classes were developed by Jim Todd and Jacob Parea of the Ethnic Studies Department. The design is based on SFSU's nationally recognized Step to College program for high school students.

Fifteen Corpsmembers are currently enrolled in the class, which will end in June. Corpsmembers that do decide to go to college at SFSU will be eligible for a scholarship established by SFSU in honor of Robert J. Burkhardt, Jr.

SFSU agreed to provide the first class on a pro bono basis. However, in the face of massive cuts in the education budget, they can not continue to do this. Therefore SFCC and SFSU are currently involved in a joint fundraising effort to find $20,000 to continue this exciting and productive program for another year.

MARY DUFFY

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CREATIVE

RIP Roarin'

In the era of ozone depletion, global warming and groundwater contamination, the things we throw away are as important AS the things we produce. To address the issues of waste management, environmental awareness and our own goals for youth employment and training, SFCC initiated the Recycling Internship Project in 1989.

The basic idea is to provide opportunities for our advanced Corpsmembers to work independently and gain specific, marketable job skills while retaining the supportive SFCC atmosphere. Within this framework, approximately ten Corpsmembers work at recycling-related organizations throughout San Francisco on five-month internships. The interns also put in an hour and a half of classroom time daily, addressing the relationship between recycling and the preservation of natural resources through readings, discussions, art projects and interactive exercises.

One of the strengths of this project is the variety of participating work sites, which include community recycling centers, a local design company that produces art works made from found objects and the Center for Marine Conservation, a national non-profit organization dedicated to preserving ocean life. The variety of the sites enables us to address the variety of skills and interests that our Corpsmembers possess.

Upon completion of their five-month stints, interns have been hired by West Coast Salvage and Recycling, and the San Francisco Recycling Program's School Education Program. Most recently, the Center For Marine Conservation hired an intern to run its Marine Debris Information Office.

Beyond finding permanent employment for graduating interns, however, the success of the Recycling Internship Program can also be measured in the development of "intangibles." The current crop of interns have taken on numerous tasks above and beyond their basic duties which can only be attributed to a growth in self-confidence and a maturing of outlook. Externally, interns participated in lobbying efforts for recycling in Sacramento and represented SFCC in several state-wide conferences, providing unique insights on ways to improve recycling programs and environmental curricula to address all segments of the urban population. Within SFCC itself, the interns are visible leaders of the Corpsmember population, facilitating community meetings, leading morning exercises and helping to start a Corpsmember forum.

For most Corpsmembers, the most difficult part of the job is learning how to function outside of the supportive Corps atmosphere, to take what they've nurtured for 12 months at SFCC and allow it to flourish in the "real world." Through the Recycling Internship Project, we provide a lifeline and a gentle push.

TOM AHN

Photo by Debra Mosca

Youth In Action

Ed. Note: Johnicon is a team leader for Youth In Action. Besides being involved in this program, he also volunteers his time to organize the Corpsmember forum and many other activities.

Youth In action is a program designed to provide recycling and environmental education to middle-school students. Funding is provided by the California Department of Conservation. The program has two main components, one for the Summer and the other for the Fall. The Summer program gives Teamleaders a chance to work with the children more. Students attend YIA four days a week, Monday through Thursday. The first two hours of each day is devoted to field studies. Then we go out to do work projects. The work projects consist of graffiti paint-outs, tree planting, litter abatement, recycling and landscaping.

In the fall we have less time with the students, but it is more intense. On Tuesday and Thursday we have field studies, and on Saturday we do work projects. The work projects are of the same type as the Summer program, but we often do more projects that are combined with other community based organizations. For example we did a graffiti paint-out project one Saturday in Lakeview.

Before the project we did a field study about people that do "tags" (graffiti) on other peoples property. This was an excellent opportunity to motivate the youths to do the paint-out project. Afterwards we had a barbeque at one of the big parks in Lakeview which also made them feel rewarded.

The field studies are a non-paid part of the program, but it's the most rewarding part. It's an opportunity for youth to learn about critical issues that are going on in the environment, ranging from the ozone layer, rain forests, landfills, natural resources, garbology, recycling, and how to turn trash into art.

We did one project with a bottle cap artist. All the materials we used were either re-used or recycled. The finished project was a 7 foot by 5 foot quilt. The Teamleaders cut 8 by 8 inch plywood, which was gathered from the transfer station on Tunnel Ave. Then the students nailed on bottle caps, which were also taken out of the trash.

The Youth In Action Program isn't just for the adolescents. It's also for the Teamleaders. The Teamleaders come from the year 'round program of SFCC. They go through an application and interview process. Then the ones who are selected go through a thirty day evaluation in order to get a "green hat" (crewleader status) and a raise.

"Green hats and a raise" are not the only thing the Teamleaders will gain. They also learn how to speak in front of a crowd, leadership skills, and teaching skills. They also become great motivators.

JOHNICON GEORGE

SFCC PROJECTS - 1990

24th Street Cleanup Participated in community clean-up day. **30th Street Senior Center** Landscaped garden and installed pavers. **49'ers Parade** Recycled bottles and cans and cleaned up debris. **491 31st Ave.** Installed tables and benches in outdoor recreation area. **4th of July Celebration** Recycled bottles and cans and cleaned up debris. **525 Bryant** Painted interior walls of homeless shelter. **61 Moss Street** Painted walls of Senior apartment complex. **657 Clay Street** Repaired earthquake damage. **A la Carte A la Park** Recycled bottles and cans and cleaned up debris. **Adopt-A-Beach** Led elementary school students on beach clean-up and education activities. **Affordable Housing Fair** Recycled bottles and cans and cleaned up debris. **Airport Ditch** Removal of vegetation from waterway. **Alamo Alumni Run** Recycled bottles and cans and cleaned up debris. **Alcatraz Island** Repaired cracks in helicopter landing pad. **Alice Griffith** Improved play equipment and replaced sand with tanbark. **Bay to Breakers** Recycled bottles and cans and cleaned up debris. **Bayview Hunters Point Daycare Center** Removed brush and pruned shrubs. **Black Cuisine** Assisted seniors to prepare and serve dinner. **Bridge to Bridge Run** Recycled bottles and cans and cleaned up debris. **Buena Vista Park** Planted native species to control erosion. **Cadillac Hotel** Sheetrock and paint conference room and residents quarters. **Candlestick Stadium** Recycled at 49'er and Giants games. **Carnaval Street Fair** Recycled bottles and cans and cleaned up debris. **Castro Street Fair** Recycled bottles and cans and cleaned up debris. **Center for Marine Conservation** Participated in beach clean-up day. **Chinatown Community Center** Painted hallways. **Golden Gate National Recreation Area** Removed brush and exotic species, and installed and maintained recycling containers throughout the park. **CHIPPS** Installed grab bars and other safety devices in more than 250 homes of Senior Citizens. **City of Watsonville** Installed playstructure in trailer park for earthquake victims. **Coastal Cleanup Day** Led school children on beach field trips. **Comedy Celebration Day** Recycled bottles and cans and cleaned up debris. **Crittendon Childcare Center** Repaired earthquake damage. **Curbside Recycling Program** Distributed door hangers announcing new curbside recycling service. **Excelsior Childcare Center** Installed playstructure and benches. **Festa Italiana** Recycled bottles and cans and cleaned up debris. **Festival de las Americas** Recycled bottles and cans and cleaned up debris. **Festival 2000 Concert** Recycled bottles and cans and cleaned up debris. **Whitney Young Childcare Center** Installed aviary, concrete pad and par course. **Francisco Reservoir** Removed weeds from hillside. **Frank McCoppin Childcare Center** Installed storage shed. **Gay Freedom Day Parade** Recycled bottles and cans and cleaned up debris. **Good Samaritan Summer Program** Tutored Elementary School youth and helped produce a theater program. **Grace Childcare Development** Installed spring toys and other play items. **Great Highway Housing** Installed fencing. **Hamilton Family Center** Installed playstructure, benches and picnic table. **HANC** Constructed storage bins for holding recyclables. **SF Community Recyclers** Plant trees and install irrigation system. **Harvey Milk Childcare Center** Installed playstructure and planter boxes. **Hawthorne School** Painted mural and pruned trees. **Hayes Valley** Removed graffiti from public housing area. **Holly Courts** Distributed flyers and participated in a community clean-up and graffiti eradication day. **Hunters Point Boys Club** Repaired fence and installed new benches. **Indo-Chinese Housing Project** Installed playstructure, matting, deck and other play items. **Jefferson Childcare Center** Installed playstructure and benches. **La Victoria Childcare Center** Replaced sand in play area. **Laguna Golden Gate Childcare Center** Installed fence and landscaping. **Lakeside Property Owners** Removed fire hazards and pruned trees. **Las Americas Childcare Center** Constructed mini-park. **Lower Ft. Mason Rehab.** Built deck and stairs. **Macy's/AYH Bike Adventure** Recycled bottles and cans and cleaned up debris. **Manufacturer Hanover Corporate Challenge** Recycled bottles and cans and cleaned up debris. **Mark Twain High School** Removed brush and debris. **Martin Luther King, Jr. Parade** Recycled bottles and cans and cleaned up debris. **McLaren Park** Removed brush and other debris. **Mission YMCA** Painted exterior of building. **Nike Marathon** Recycled bottles and cans and cleaned up debris. **North Beach Housing** Installed new bulkhead and spring toys in community play area. **North Beach Housing** Constructed ramp for two physically handicapped residents. **Northeast Lodge** Installed deck and doorway. **Oceanview Playground** Cleared and planted hillside. **Operation Contact** Painted walls and installed shelving. **Palace of Fine Arts** Pruned shrubs and removed debris. **Ping Yuen South** Installed benches, tables, and landscaping. **Polytech Boy's Gym** Removed debris and old lockers. **Precita Community Center** Repaired playstructure. **Randolph Street** Landscaped rear yard and pruned bushes. **Recreation Center for the Handicapped** Removed brush and weeds. **Recycling Mural** Painted recycling oriented mural on Indiana Street. **Recycling Team** Established and maintained recycling systems at various state and local government offices. **Recycling Internships** Trained and placed Corpsmembers at various recycling centers. **Reggae in the Park** Recycled bottles and cans and cleaned up debris. **Richmond Environmental Action** Installed concrete pad and constructed sorting tables and storage bins. **Ross Parks Housing** Installed benches, horseshoe pit and gardens. **Run to the Far Side** Recycled bottles and cans and cleaned up debris. **San Francisco Blues Festival** Recycled bottles and cans and cleaned up debris. **San Francisco Int. Airport** Removal of fire hazards along perimeter fire break. **San Francisco Marathon** Recycled bottles and cans and cleaned up debris. **SF Arts Education Foundation Event '90** Recycled bottles and cans and cleaned up debris. **SF Senior Center** Painted interior walls, doors, and ceilings. **SF Unified School District** Helped process 45,000 test booklets and answer papers. **SF Boys and Girls Club** Painted new game lines. **St. Vincent De Paul** Installed and painted new doors and walls. **St. Francis Square** Installed planting beds, and removed weeds. **Stern Grove Concert Series** Recycled bottles and cans at summer concert series. **Takara Cable Care Chase** Recycled bottles and cans and cleaned up debris. **Tenderloin Neighborhood Development** Repaired earthquake damage in low income apartments. **The Hill Stride** Recycled bottles and cans and cleaned up debris. **The Benches** Installed benches and pathway in neighborhood mini-park. **Third Street Improvement** Removed litter and painted out graffiti. **Trail Mixer Event** Recycled bottles and cans and cleaned up debris. **University Reservoir** Fire hazard and erosion control. **Valencia Gardens** Installed new swings, and repaired decks, benches and basketball courts. **Yerba Buena Plaza East** Installed new playstructure and fencing. **Yoey Childcare Center** Installed playstructure and fence. **Youth In Action** Taught middle school students environmental education and perform recycling projects.

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Ms. DUFFY. Congresswoman Unsoeld, Congressman Miller, it is a pleasure to have the opportunity to speak to both of you today.

My name is Mary Duffy, and for the past year and a half I have served as the program director for the San Francisco Conservation Corps.

Our Corps was founded in 1984, and it has become a model for urban conservation Corps that have sprung up around the country. Given your background, Representative Unsoeld, I am sure you can understand the similarities between a mountaineering expedition and the obstacles presented in making accessible education to young people in our country.

At first glance, both of these challenges can seem insurmountable and the way to the summit treacherous, but by proceeding with perseverance and taking one step at a time, the goal can be reached.

The San Francisco Conservation Corps has a history of innovative education. Its experientially based model of learning through work combined with a rigorous academic GED program has provided many of its Corps members with a well-rounded education.

This year we took our learning model one step further by joining with the step to college program at San Francisco State University to create a new educational component called Corps to college. Through the support of the university we are now in a position to hold out the opportunity to higher education for a generation of young people who have historically been underserved.

To explain the Corps to College program and this new joint venture between the Corps and San Francisco State, it is my pleasure to introduce Mr. Johnicon George, one of the key team members of this educational expedition.

Mr. GEORGE. Thank you.

Good morning, Members of Congress.

My name is Johnicon George. It is a pleasure to be able to speak on the issue that is important to me and my community.

First, I would like to say something about the San Francisco Conservation Corps. I became involved in this program through the San Francisco's sheriff horticulture program. The Corps is an excellent program for youth from San Francisco. It has helped me to build my personality and self respect.

As a Corps member, I learned, technical skills in building dikes and constructing playground construction. Then I was selected to work in the San Francisco Conservation Corps youth in action program. This program works with middle school students in San Francisco.

In this program I taught these younger students about environmental issues and how they can improve the environment in their community. I also supervised them on work projects. Being a team leader helped me build my leadership skills at the Corps.

I am now the facilitator for the corpsmen reform at the Hunters Point Center. In this forum, Corps members discuss issues that concern us and prevent views on these issues to staff. In the past year, I feel the education department at the Corps has really improved. Corps members are now getting what they really need, whether it is a GED, English as a second language or college course.

Myself, I am in the first Corps to College class. I really like this class because it shows me that you don't have to have a three point grade average coming out of high school in order to get into college. This is what youth that only have a GED needs to learn.

This course held at San Francisco State University campus has given me a desire to further my education and get a 4 year degree and feel part of the campus community.

The course is offered throughout the black studies program and focuses on critical thinking. I find that it is very rewarding because I am improving my reading, writing and listening skills, and I am also learning about my history as an African-American.

When we attend class on Fridays, we might be looking at a video or listening to a lecture. Whatever we do, we must take notes because our homework can be a three to five page essay on the topic. My classmates and coworkers seem to enjoy the class also. It doesn't matter the race, college, color or creed; everyone enjoys this class. I think that is important and made possible by the way we work together on the grade and inspiration and motivation that our teacher-mentor Joe Tighe gives us.

In closing, I think we should have more programs like this on the Federal, State and local levels, so I ask for your support.

Thank you.

Mr. MILLER. Thank you.

Mr. KLINE. Excuse me, I wonder if I could just add a word.

I am Tony Kline. I am a Judge on a Court of Appeal, Chairman of the San Francisco Conservation Corps. I am a former Juvenile Court Judge. The San Francisco Conservation Corps is, as Mary mentioned, a model of community conservation corps.

I know that Congresswoman Unsoeld is familiar with those because she worked on Congressman Martinez's subcommittee, and you heard testimony a year or 2 ago about those organizations.

We are the sort of organization that is talked about in Title 2 (R) of the President's National Service Act, such as it is. The only footnote that I want to add, the only reason I am really here is to make this point, the San Francisco Conservation Corps is doing more, as little as it is, to reach out to the out of school so-called at risk kid in the innercity of San Francisco than any organization that exists, which is a scandal.

We give more GED's than anybody other than the school district to these sort of children. This is beyond the step to college program that Brian talked about. The problem is really money, as you know. I don't believe in the history of the U.S. House of Representatives anybody has been in as good a position to do something about this particular type of young person, and I will grant you we are a small part of the big picture, as you are, Congressman Miller, and it isn't simply because you are the Chairman of this subcommittee, and it isn't because you are a senior member of the Education and Labor Committee. The real reason is because you are the Chairman of the Interior Committee and also because you have a history of care, a history of concern for this problem.

We have given up trying to get money out of the educational system. We are nearly a $4 million a year program, but we are primarily self-supporting. We work for most of the money that we earn. We get almost nothing from the school district. They loan us

an old school building in the Hunters Point area. We get nothing from the community college, although we have tried desperately, because they are so overextended.

We get nothing from the University of California. We get nothing out of the whole educational part of the budget in this State. The money we do get comes from the environmental area. We are not only an educational organization; we are an environmental organization.

I am here just to suggest to you, and I will do no more than suggest, that as Chairman of the Interior Committee, you can do more for the educational opportunity of these young people than most people every imagined could be done through the Education and Labor Committee.

Mr. MILLER. Somehow I knew that was coming. Let me just say, Ken, to your opening remark, that the main purpose of this hearing is obviously to look at the financing of higher education in this country. And what do we authorize, $18 billion a year, which obviously doesn't add up in terms of the total cost, but is a significant chunk of dough.

It is not a question of what the private or public sector is doing, because obviously if you look at what the private sector spends training people and educating people after they hire them or prior to hiring them, it is equal to what we are doing, and in fact more in the amount of money they spend sending their employees back to school and for training.

But the second part of this hearing was sort of what I consider sort of the prospecting part of this operation, and that is that we are losing too many young people to the opportunity of this system for a whole host of reasons. There is probably no end to the list that you could make of reasons why people make a decision not to participate in further education; and a lot of it sometimes, Ken, in the young people you take into your program and end up in the Corps and these other programs, some of these decisions aren't theirs to make. They are made by others, and they become victims of those decisions.

And I want to—on that point, what is it that gets a kid into the Spunkmeyer program? Do you want to bring your director—do you want to bring your director up?

Mr. RAWLINGS. Merrill, you deserve to say something.

If I might, I can give a quick background on Merrill Callows. He has been a counselor, principal, and teacher in Contra Costa County. He was my high school basketball coach. We are life-long friends, and without Merrill Callows, there would be no program.

And, with that, how do we get kids in the program?

Mr. CALLOWS. Basically, we go through the high school, primarily the counseling department of the high school; and we get them to give us—each counselor has their own particular method of going about this, but basically, we ask them for a list of candidates in excess of what we might be able to take into the community.

These are kids for which we have a description. We give the counselors a description of the type of student that we are looking for, and it varies from time to time. We started out taking students, for example, in the first year that they thought would not

stay in school until graduation; and we worked with that kind of student.

Mr. MILLER. For whatever reason?

Mr. CALLOWS. Right. Mostly, I would say that they were—it was attendance, drug problems, and things of that nature.

At that point, we realized we would have to have some equivalent number of people who were making it, so that they could come in and act as an inspirational influence on people who were in the program. So we more or less asked that there be a group of students the next year that would be more involved in school and in activities. We sort of followed that along.

But basically what we are doing is dealing with the middle 70 percent of the students who, most of the time, because they are capable of making it, nobody pays much attention to them; and what we are trying to do then is to give them support and encouragement, tutoring along the way, and the additional support that is available through the company.

So it is mostly a modeling, as somebody has indicated earlier. The program where they are using a mentoring program—Avance, say, and some of the other programs—are the type of thing that we are doing with students within the area, and we select the schools not on the basis of anything in particular, but primarily upon our ability to serve them, depending upon the area in which the counselor's sense is, so we have something that we can make phone calls to, we can be in touch with the school.

So I think it is extremely important that we deal with the parents and require that they be a part of the program and that they must attend. That is the critical part, we think.

Mr. MILLER. You have how many students now in post-high school education?

Mr. RAWLINGS. Thirty-seven.

Mr. MILLER. Thirty-seven are currently enrolled, and the cost of that education is paid by the program if necessary?

Mr. RAWLINGS. That's right. Merrill doesn't like me to use this term, but we guarantee that everybody that is qualified—that means they have gone through the 3 years of tenth grade through twelfth grade in the program—we guarantee them an education, financially. We guarantee that they will not lack a college education due to money. In some cases, the kids go to junior college or maybe this school, so the outlay for us is substantially less.

We had one success. I mentioned we have had some outstanding students. We had an A student that we just sent back to Georgetown, and we guaranteed that we would pay her college education.

So we do that. Those are exceptions to the rule, but we guarantee everybody will get through school, financially.

Mr. MILLER. Now, what is the impact on those students when they know that—in terms of the counselors working with these students, if they know that this higher education is going to be paid for, if, in fact, their families—because your families aren't low-income, by any means; they are a mix, as I understand it, so some families will have the ability to pay for some part or all of education.

Mr. CALLOWS. In all honesty, I think at the tenth-grade level the finances are not so critical to many of the students, but as they get

up toward the later part of their schooling, then they begin to realize what an important aspect that is, and that keeps them going.

A lot of kids who don't see that they are going to make it after about the second or third year, they don't make Cal requirements, some of them will just drop out of sight sometimes, as far as academics go; but they know they can get some assistance in this way. I think it helps them tremendously.

I think even more—and what kids have often said is that the support and the encouragement of somebody who cares outside of the school or outside of their parents is the thing that really keeps them going.

Mr. MILLER. How do you deal with this issue or will you deal with this issue in Corps to College? You are not going to be able to guarantee the cost of that education, but do you still try to create the enthusiasm and the desire to do so?

Mr. MURPHY. Yes, for us the restraints on using the word "guarantee," which is rooted in a whole set of statutory and regulatory requirements, doesn't stop us, nonetheless, from working out fairly substantive arrangements between our financial aid people and our admissions people. And what we have, in effect, told people is that if they successfully complete the program, we will do everything we can to facilitate a financial aid package, admission to the university, that kind of thing.

Using the Step to College model, as long as we can ensure through some very direct intervention that people make the deadlines and do the things according to the various elaborate and sometimes incomprehensible forms, that they will get their financial aid package. So even though we can't technically or legally——

Mr. MILLER. I understand that. It is more tenuous, somewhat more tenuous than in the case of the Spunkmeyer program?

Mr. MURPHY. Yes.

Mr. MILLER. If there is a connection, I am trying to—what is the reaction to the students in that? One of the things we looked at, some of the programs that are similar—different than what Ken and Linda are doing, but somewhat similar—there has been some indication that kind of knowing that that is available has kept people's noses to the grindstone at the other level.

Mr. MURPHY. Well, I will mention one part of it. Then I think Johnicon can probably answer part of it more directly.

The first is the critical thing we learned in the Step to College program, which is now part of the Corps to College, is the role of faculty, that if our faculty are face to face with the students in the case of Step High School and in the case of the Corps in the Corps, the motivational modeling effect. These are faculty that are overwhelmingly Third World faculty from our Ethnic Studies program and the School of Education. It is not so much the abstract guarantee, but rather someone who has come to you and said, this is a university course, and you do this, you can do university.

Now, Johnicon just went through the course. Maybe you can talk about that part of it for you or for your classmates.

Mr. GEORGE. What am I getting out of the course? What was the question?

Mr. MILLER. I think the question is, is this helping in the motivation for someone who didn't originally believe that they were col-

lege-bound or had a whole set of additional problems that may have prevented them either from graduation or going on to college? Is this overcoming some of that?

My theory is that kids are capable of so much more than we appreciate or are willing to ask of them, and there has got to be some process of drawing that out. And it is as different as the entire youth population is in the country, because they all come as individuals.

And one of my concerns is that we lose some of our sort of "raw resources," our young people. They just fall through this gap for a whole host of reasons. And one of the things is, how do you transition that into worker education?

Mr. GEORGE. Well, the Corps to College course, for me, before I got into this class—because at the Conservation Corps we do have to do education—I was in an adult basic education class; and all the work that I was doing, I was scoring real high, and it was just going to a community college, doing things that I already knew and already had.

When I got into the Corps to College, and I was at State on the campus, it made me feel better. It made me feel that I could do this and that college was for me. So the things I was doing in there, the same as I was doing, I was scoring real high on those; and the instructor, he was a real down-to-earth person, and he dealt with us on a one-to-one basis, and he was a great motivator.

So what this Corps to College—even though they don't have the things that this program over here had, I still feel that, you know, like I could do college, that it is for me; and listening to everybody else talk about financial aid and all that——

Mr. MILLER. You may change your mind.

Mr. GEORGE. Well, that part made me feel that I might not be able to do it financially, but it is something that I want to do, so I am going to proceed on it.

Ms. DUFFY. I would like to say something about that.

I think one of the things you made reference to is the way people will start into college and then disappear. Part of the thing that is the beauty of these kinds of programs, it creates bridges. Someone will develop a level of self-esteem and appreciation for their potential in a program such as the Conservation Corps and taking that and moving it into an academic avenue, which oftentimes they would never even consider was open to them.

They get that ongoing support because one of the things we are looking at developmentally is continuing to have people work at the Corps as well as go to the university. So that there is a community support system, both at their workplace and also in the university. And I think that will really assist some of the other problems that people face trying to enter into an academic arena like a university setting.

Ms. RAWLINGS. I think our program does that, too—creates bridges. I think that is important with all the changes facing the student body. As that changes, different bridges are going to be important.

We feel our program is a model and can be replicated easily by other corporations in the private sector to get this kind of thing done.

Mr. MILLER. Jolene.

Mrs. UNSOELD. Innovators all, quite inspirational.

You are right, Mr. Rawlings, we do tend to—sometimes, at least—publicly slight the very important role that the private sector is playing increasingly in this area. It is not just because—well, it may be a factor that industries are now spending $23 to $30 billion a year in remedial education, so they have got an investment in helping the graduates of our public system be good workers.

And you can play a particular role not only in what you have done, which I really want to commend you for, but you are a better spokesperson for the needs of education than often we are.

Some of us, whom we call "do-gooders"—get patted on the head and sent on our way, and others who are labeled—you have got a vested interest in it and, therefore, discredit what that person has to say, but you are able to speak to much of the public in a much better way than we can. So your participation is doubly appreciated.

Brian, I am glad to see that in the intervening years since I last saw you that you have not lost any of your radical, creative leadership. The general education will never catch up with you, but hopefully, they will keep tagging along behind. You stirred memories. How about making some comparisons in your program and what you are doing and what Evergreen is trying.

Mr. MURPHY. You see the footprints everywhere. From an intellectual standpoint, Evergreen is indeed the model of the academic program. Evergreen has the capacity to do what virtually no university does.

Mrs. UNSOELD. I might add, for those of us who are not familiar—it was the only, I believe, public higher educational institution in the State of Washington that has come along based on an experiential education approach.

Mr. MURPHY. And a curriculum which owed an enormous amount of its inspiration to your late husband, I would like to add. The program at Evergreen did an extraordinarily important and does an extraordinarily important intellectual act. It says that the organization of knowledge into disciplines and departments is purely a bureaucratic artifact and not one that has much to do with the substance of either intellect or learning, and therefore dispenses with it, and carves above the lintels of the institution "Abandon All Hope of an Academic Career, Those of You Who Enter Here," so the faculty who enter there because you are for nevermore a biologist alone.

That interdisciplinary model is very much what we are attempting to do in the Conservation College.

What is critically different are two elements for the Conservation College. One is that the integration of practical work into the curriculum, which varies in the Evergreen experience according to the nature of the program, is absolutely central to this program design, so that the entire curriculum of study is integrated with work.

As a parenthesis, since our target population is low-income and nonwhite persons in the main, the fact that the work is also paid work through the Conservation Corps model is critically important.

So as I mentioned in the testimony, this is not make-work projects or study projects; these are projects that build things in the public world on contract.

The second is the racial and class issue, that it is one of the oddities, though not without explanation that most innovative interdisciplinary programs in the past several decades have been primarily white and primarily middle class, and the institutions have remained, like Santa Cruz, Evergreen itself, predominantly middle class or middle class and white. And for those of us on our faculty who are involved in this program, we simply see it as scandalous that programs that are the intellectual forefront ought not be available to everyone. And so there is that second component, which is that we will do our best intellectual work with the students from the inner city.

And so it is those dimensions, it is the full integration of work on the rebuilding of a maimed environment, if you will; and the fact that it is aimed at a student population which is considerably different than most you associate, say, with experimental education or something like that.

Mrs. UNSOELD. Thank you.

Mary, part of my vision of what the Conservation Corps is doing is to provide that motivation, that spirit of ability to do something that they never thought that they might be able to achieve or to tackle, and I believe that—I hate to use the word "technique" because that somehow downgrades what it is you are attempting, but what are some of the methods, the ways in which that, "Yes, I can do this" spirit is engendered among your students?

Is there a physical as well as other side to it?

Ms. DUFFY. There is a whole assortment. We try and take the whole person, when you look at the Conservation Corps' philosophy. Everyday, everybody, including myself, including the executive director, go out and do exercise.

It is part of the whole idea of building community, building a good physical state so that when you go out to go to work you are ready to go. There is discipline that is taught through that.

There is community that is taught through that, so it is actually a really good way to start a day. I don't know why we didn't start it this way this morning.

Mr. MILLER. I did it before I came here.

Mrs. UNSOELD. What about risk and challenge?

Ms. DUFFY. Well, the whole thing is that from the time one walks into that that program, it is so oftentimes far removed from anything they have ever experienced before, they are in a work crew with ten other individuals, and they are tackling projects that often times they don't know how to do. The supervisor serves as a mentor in that way.

They serve as a mentor in teaching skills, in teaching philosophy of community, but they also teach self-worth, self-discipline, and the potential that is within each individual. That happens by an individual starting a project and completing it and seeing that, yes, I can do this. It is not simplistic projects.

I mean, we were out yesterday looking at a basketball court and a baseball diamond where there was a lot of math involved, there was a lot of problem solving. There were things that are inherent

to doing a work project that you can't say, well, this is what will be covered in the curriculum, but that is what is covered there. I think that is part of it.

The other side of it is that the education component is heavily, heavily focused on in that we are trying to build and go against what many people in the Conservation Corps have been taught, that you cannot succeed, that you cannot make progress in an academic arena.

We are successful enough that we have 50 percent of the people in our GED program graduating within really one semester, taking all five of the texts and completing that, and then also all of the individuals that went into the "Corps to College" class are graduating, so we have caps and gowns; you all are invited, of course. It will be 1 o'clock on the 28th.

I wanted to let you know there are a number of ways you have to approach that, and I don't think—the work projects take care of some of the stuff on a hands-on experiential bases, but we also have more of a rigorous academic portion that needs that, from all angles.

Mrs. UNSOELD. Given that it is more cost effective to establish that motivation in the first couple years of a child's life, but with considerable dedication and, hopefully, some financial assistance, some of you can help remedy it where people have had a decade or more of having it hammered into them that they don't have the ability, and that you can overcome that so that all of our young people will have the opportunity to be what they have the capability of being.

Thank you very much, all of you.

Mr. MILLER. Let me ask a question.

We heard earlier about the cutback in counselors at the high school, and yet you are engaged in intensive counseling, somewhat more broadly than most high school counselors, although not necessarily.

Mr. CALLOW. More personnel.

Mr. MILLER. You are more personally involved I guess would be the case. But are we headed in the wrong direction here with this cutback in counselors, when we see the kind of guidance you are able to give kids who are troubled, for one reason or another, and the results you get, and then we see in the public sector that we are often reducing the availability of counseling to these students.

Mr. CALLOW. I will try and keep this short.

Absolutely. There is just no question in my mind that the counselor—we don't do anything that a school counselor doesn't do.

We just have the time to do it. So I think that we are supportive and encouraging of everything that the school counselors do.

They deal with all of the people. We deal with small segments of the people.

As I say, I think the thing that probably makes the importance of the counselor at school, and definitely the importance of our group here, is that the kids have the feeling that somebody cares. It is like there wouldn't be any sense in us coming to this kind of an opportunity unless we thought that you people cared enough. That is what keeps us going. That is the only reason that people are talking to you, because they know that you have some influ-

ence. That is the influence that I think works with our kids, that they know that they can talk to Linda, or to Ken, or to anybody else in the company, and they know that they care.

I mean, they just write this constantly and say I was able to speak with the president of the company, that is a big deal, just like you folks are a big deal for us.

You are the only chance we have to talk directly to the government, and you have taken the opportunity to come down. I think it is a perfect example. That is what they all are. I think that is important.

Mr. RAWLINGS. We have quarterly meetings with the counselors, we have a dinner at our home. One of the things that comes up about the counselors they are dealing with at the schools is their workload is something like 200 students, so they don't have the time to care, and the good ones have to pick out 10 or 15 people they can help and kind of throw off the 185 that they can't help.

Not knowing about the cutback in counseling, that is not effective counseling, no matter how you slice it. So if I were running a company that had counselors like that, I would cut it back.

I would cut it off; I would do something. You have got to change it because you are not getting your money's worth, based on what I have been told by our counselors, and I believe that to be true. There has got to be a better way.

Mr. MILLER. And yet when you look at your cost per student, and given what we invest in many students similarly situated because as they spiral out of control in other——

Mr. RAWLINGS. Ours come cheap. Ours are cheap. Ours, in my opinion, are more effective.

We discussed this, George. You mentioned, and I am glad you did, because we use it in our speeches around the town that the one common denominator in successful students is a clearing section, that a student that goes to school, somebody cares, it may be a guardian, it may be a single parent, it might be a coach, like it was in my case, but somebody really cares about that person being successful.

There is nobody in my opinion in the school system that can say that. Now, there may be—certainly there are exceptions and there are certainly coaches, and there are teachers, and home room teachers that really take an interest, but they don't have the time to be interested in everybody.

With that in mind, I think that our program sponsored by the private sector is one of the major answers to this while counseling problem. When I talked about private sector not being here, the private sector is not here not because they don't want to be here, but they don't know how to do it.

We had problems when we took our program out to McClymonds, that was the first school we went to in Oakland. Merrill says where should I go, I said go to McClymonds, they need more help than anybody. They threw us out.

We will go to San Leandro High School, that is where our company is, we are big shots in San Leandro. We went to San Leandro and got thrown out.

So the schools were not receptive to somebody from the outside coming in and getting involved with their business, and in some

cases why blame them, so now we are outside the school system. We are doing it very cost-effectively, and we are doing a heck of a counseling job.

I believe that if other corporations out around the country did the same thing we are doing, we could solve this counseling problem that your are talking about and we will be talking about for a long time at a lot cheaper price.

One more point I want to make is that when we got into this, we are a very visible company, and fortunately we are a profitable company. I take all the charity calls. If you want to go through a nuthouse, take the charity calls.

Don't worry about it, it is tax deductible, give us cookies, they are tax deductible. I say I can throw them in the garbage and they are tax deductible.

We get hit up for money, and I have a guilty conscience every time I talk to somebody when I don't give money to them, but now with out student motivation program, number one, we don't have any administrative costs. The American Cancer Society, my information tells me 65 percent is administration costs. We don't have any, so it is a dollar for dollar. We use our money, we control our program, and it is cost-effective.

I would like to close this. I believe every corporation can do it. The help we need is we need you people to pass the word around, and then Linda and I and other people doing the same, we will go back to any corporation that wants to do it and we will show them how to set it up. They can call it the IBM student motivational program. We think that one of the greatest things we will ever do is having started the student motivational program. We truly are cocky enough to say that we think we have the solution.

We generally talked about problems here today, and we think we came here with somewhat of a solution.

Mr. MILLER. I think the key is—somebody asked me whether the education debate was raging around one of the speeches the President gave about the private sector and one of the business councils and what can the private sector do. If you look at this table, it is kind of right there in front of you, and I guess the private sector term would be venture capital or investment.

We have an educational system in this country that for the most part, for the most part, not all, is running exactly as it was at the turn of the century. It is running in 1990 as it was in 1890. It is the only assembly line in America that is the same, not the auto plants, not the steel mills, not the chemical plants, nobody has the same operation they had in 1890 except the educational system.

When you start breaking down the doors and to reach out to the core and you start to engage young people in a program that builds the esteem and the desire and the understanding of what they can accomplish, and you go out and essentially apply venture capital to these students, that is really what it is about.

The problem really is probably that the public sector doesn't believe in venture capital or reinvestment. We like to live off of our investment of 50 years ago and 60 years ago.

Mr. RAWLINGS. I told you several years ago you should have been a Republican.

Mr. MILLER. I just happen to acquire my venture capital differently than you do. It is really a question of whether or not the public officials really have the courage of the private sector at this point.

When I look at people who in this district have made $50 million, $100 million, $200 million investment and they are rolling the dice on the next 25 years in their particular market, whatever industry they are in, we won't roll the dice on behalf of that raw material.

Weyerhauser and your company will plant a tree now, knowing they can't harvest the tree for the next 15, 20 or 30 years from now. We will plant a kid. We can get the kid back in 5 years or 10 years or 12 years. It may be that—we like to lambaste the private sector, but it may be the public sector that really lacks the courage and the vision and the foresight in that kind of investment policy. I mean, that is why this panel is here is that you have gone out and you have ventured with your people's lives and talent, and you are getting a return, and yet we keep pulling back that opportunity, and we are not getting the return, and yet we keep repeating the pattern.

I don't have to say, wait a minute, you know, something is wrong.

Mr. RAWLINGS. Another comment you made about the $25 million the Corps spend so you can use it to reeducate the students coming out of our school system. I don't care how good our school system is, corporations will always spend $25 million or more to reeducate. I mean, they have specific jobs. I don't think the students——

Mrs. UNSOELD. This is basic reading and——

Mr. RAWLINGS. Well, my opinion, and I come from a small sample. You are coming from a bigger sample, my opinion, the people that we are getting to come to work for our company are well prepared to come to work, and we have to train them, but that is okay, that is part of our job. They may have to run a piece of equipment that we have to train them how to run that equipment. My opinion, I don't expect the high schools in this country to educate the kids to do anything other than read, write and count.

I think one of the mistakes we make is we do more than that. When I went to school, we had a principal, a vice principal, a dean of boys and a dean of girls, and that was it. We didn't have counselors. All of a sudden, counselors start showing up and all of a sudden I have got so much administration costs.

Mr. MILLER. You had a coach that wore both hats; don't forget.

Mr. RAWLINGS. You bet. They are still out there.

Mr. MILLER. Thank you very much for your help and your patience in today's hearing.

Let me thank all of the witnesses and let me thank Tom and Maureen from the committee for accompanying us, and Diane from my office for her help, and Carol back here for arranging all of the logistics of this hearing, and to Michael Grepo, our student intern, for arranging this hearing.

With that, the committee stands adjourned.

Jolene, thank you.

[Whereupon, at 12:20 p.m., the subcommittee was adjourned.]

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